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ABSTRACT

During the academic year 1977-78 a questionnaire was mailed to 937 University of California at San Diego (UCSD) alumni who graduated in 1975-76; responses were received from 35 percent. There is no profile of the typical alumnus, but certain types of groups act more favorably toward UCSD than others. Students entering as freshmen were more likely to be satisfied with their educational experience than transfers; similarly, students with high grade point averages showed most satisfaction. About half of the respondents had chosen to pursue an advanced degree or credential. Alumni who chose their major with a possible career in mind were generally more satisfied with UCSD than their non-career major counterparts. About 30 percent said that knowing what they do now they would have chosen another school. In general, career matters were of considerable concern to the alumni. Only 43 percent were currently employed full-time, and 60 percent of those felt their jobs had real or possible career potential. Starting salaries averaged $835 per month, with physical sciences majors paid the most and humanities/letters majors paid the least. The survey results are tabulated, with some narration, and the survey instrument is included. (MSE)

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UCSD ALUMNI --
ASSESSING THEIR EDUCATION AND CAREERS

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A Survey of the Graduating Class (Baccalaureate) of 1975-76

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Bruce H. Erfer

July 1978

HE 010 491

University of California, San Diego
Office of the Associate Vice Chancellor-Planning

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INTRODUCTION

"UCSD Alumni -- Assessing their Education and Careers" is the culmination of a project begun in early 1977. As the University of California, San Diego, has matured to its present stature, the need for and benefits from self-review and assessment have become crucial. The results of the alumni survey, summarized in this report, will hopefully be useful in assisting with the assessment and future planning of UCSD.

In November 1977, the questionnaire was mailed to 937 UCSD alumni having received a Bachelor's Degree during the school year 1975-76. Without a more accurate list, the surveys were mailed to the same addresses as the students' diplomas. Address corrections were requested from the Postal Service and approximately 80 were returned with updated addresses. Another 300 were returned without any forwarding address. The Office of Alumni Affairs was especially helpful in searching their records for updated addresses. A second mailing consisted of about 180 corrected addresses. The total response was 329 completed questionnaires or a rate of 35%. This response rate is reasonable when it is noted that at least 200 questionnaires never reached their destination.

Unlike many surveys of alumni, this report attempts to coordinate the graduates' views toward and assessments of their undergraduate education, in addition to summarizing graduate school and career endeavors. To assist in the reporting of the alumni perspectives, many comments were solicited and are reported herein. Except for grammatical and spelling corrections, a minimum of editing of the comments was performed. The data reported and analyzed are derived solely from the respondents of the questionnaire. They are subject to sampling variability as well as to errors of response and nonreporting. Those who did not respond to a certain question have been eliminated from absolute and percentage calculations for that particular tabulation. Many of the data divisions as reported are too small to allow significance of any analysis. However, these insignificant figures (i.e., the number of respondents in Warren College) are reported for the sake of completeness. It is expected that the readers of this study will be able to make their own inferences as to the significance of many reported factors.

Throughout this report the words "students," "alumni," and "graduates" all refer to the 329 survey respondents. The term "transfer" refers to a respondent who entered UCSD as a transfer student; "freshman" refers to one who entered UCSD initially.

Two areas of the survey are not covered within this report. They are the question regarding volunteering to be a "career consultant" and the section regarding the Alumni Association and its activities. Responses to these questions have been tabulated and presented to the interested parties.

An Executive Summary of the findings follows this introduction. The survey forwarding letter and a copy of the questionnaire then follows. The questionnaire has been reduced for inclusion in this report and table numbers have been placed on the questionnaire for each reference within the report.

EXECUTIVE SUMMARY -- UCSD ALUMNI SURVEY

During the academic year 1978-79 a questionnaire was mailed to 937 UCSD alumni who graduated in 1975-76; responses were received from 35%. This summary highlights the most important elements and indicates areas where students expressed particularly positive or negative views.

About one-half of the survey respondents have chosen to pursue an advanced degree or credential, thus bisecting a seemingly homogeneous group. This is just one example of the polarities or individual behaviors that make up this group of alumni. There is no profile of the "typical" alumnus. Some thought UCSD to be the greatest experience of their lives, others were bitter. Some wanted more freedom in their choice of courses (requirements), others wanted less. Some praised the Health Center, others criticized it. The obvious conclusion is that students are individuals; no matter if they enroll in the same college or have the same major or same advisor. Each interprets and reacts to the role of being a student in his or her own individualistic way.

However, certain types or groups of students act more favorably toward UCSD than others. Students who entered UCSD as freshmen are more likely to be satisfied with their educational experience than are those who entered UCSD as transfer students. Similarly, students achieving high GPAs show most satisfaction. Academic expectations were met "excellently" for 46.2% of the survey respondents, while only 15.3% responded "excellently" to how non-academic expectations were met. Almost one in four cautioned that their non-academic expectations were met "not very well."

Alumni who chose their major with a possible career in mind were generally more satisfied with their academic experience at UCSD than their counterparts who chose majors without a career in mind. These "career-minded" students' academic expectations were met to a much higher degree than those not "career-minded." About nineteen percent of those surveyed indicated that given the chioce today, they would choose to major in a different subject area. However, of those students who chose their major with a possible career in mind, only 12.8% would change majors. In contrast, 32.7% of those initially choosing without a career in mind would today major in a different subject area.

As cited above, generally non-academic expectations were not met to the degree that academic expectations were, although the two types of expectations are highly correlated to each other (the greater the satisfaction of academic expectations, the greater the satisfaction with non-academic expectations). Not surprisingly, those students who most actively participated in organized UCSD-sponsored extracurricular activities, were the group whose non-academic expectations were most nearly satisfied. The group who was inactive in extracurricular activities (including more than one-third of all transfer students) was least satisfied with respect to their non-academic expectations.

Probably the best indicator of satisfaction with UCSD is the responses to the question, "Looking back and knowing what you know now, would you have chosen another school over UCSD?" Almost 30% indicated they would. This includes about 25% of the freshmen and 36% of the transfer students. It includes more than half of those with unmet expectations and 44% of those who chose their major without a possible career in mind. About one-third of the Biology and Social Sciences majors would not return, versus only 20% of the Physical Sciences majors. Half of these students who would choose another school selected another University of California campus. It should be emphasized that earlier studies show UCSD graduates a relatively small percentage of its undergraduates -- about 40%. With 30% of the graduates from 1975-76 hypothetically not wishing to return, the retention concern is emphasized.

As the undergraduate colleges at UCSD are an integral part of the Campus structure, the alumni were queried as to how these colleges affected their experience at UCSD. About half of the respondents found the effect to be "beneficial" or "extremely beneficial," while 43% said "little or no effect." "Detrimental" was the response of 5.5%. Again, students who entered UCSD as freshmen were significantly more favorable to this aspect of the Campus than were transfer students. Students with high GPAs and those from Revelle College also had relatively favorable responses to this question.

Careers with all its related aspects weighed heavily on the minds of many of the alumni. A large proportion of the alumni who felt unprepared for a career were generally dissatisfied with UCSD. Asked to assess their undergraduate preparation in ten areas, the graduates rated "broad general education" first and career preparation last. In an assessment of various officials and organizations at UCSD in terms of responsiveness to their needs as a student, the Career Planning and Placement Center was rated last; the Student Health Center first. It should be noted that these judgements reflect experiences through 1975-76.

Presently employed full-time were 43% of those surveyed. An additional 19% held part-time positions. As the alumni with the highest GPAs were the most likely to be in graduate school, they are least likely to be employed full-time. Of those initially seeking full-time employment, about half had secured their position either before or less than two months following graduation. Males had an easier time securing employment, as did those students with majors in the Arts, Biology, and Physical Sciences. Less than 3% of those employed full-time obtained their employment through the UCSD Career Planning & Placement Office. More than 80% obtained their position through either their "own initiative" or a "friend or relative."

About 60% of those employed full-time regarded their position as having either definite or possible career potential. Surprisingly, females were more likely to take this view than males. Similarly, 60% of the full-time employed group rated their education in preparation for their current career as either "excellent" or "good." "Poor" was the response of 18.4%. Physical Sciences majors were most likely to secure employment directly related to their major -- three timesthe proportion of alumni with majors in Mathematics or the Social Sciences.

Starting salaries averaged about $835 per month. Physical Sciences majors were paid the most ($940) and Humanities/Letters majors the least ($760). Present monthly salaries average about $955. Physical Sciences majors showed the largest average increase to $1,125, while alumni with majors in the Humanities/Letters were earning about $840. Minorities and females were earning less than their white and male counterparts. Minorities are presently earning about $75 less per month than whites, while females earn $180 less than males. As explained in the main text of the report, about 20% of these

salary differentials are due to an uneven distribution of the groups within major disciplines.

At the time of the questionnaire about 51% of the respondents had either received a post-baccalaureate degree or credential, or were presently attending graduate or professional school. In this category were 55.6% of the males and 45.6% of the females. Over 65% of the UCSD Biology majors continued their formal education versus only 33% of those with majors in the Humanities/Letters. Medicine and other medically-related professional fields were the most popular programs, as almost one-fourth of the graduate students were pursuing degrees in these fields. Law and business administration were next in popularity. While the proportion of females entering graduate study is less than that for males, minority participation is identical to that of white.

Almost half of those not attending graduate or professional schools are presently continuing or expanding their education at community colleges, University Extension, trade and technical schools, etc. Topics of study vary from paralegal certification to sailing.

Again, there is no profile of the "typical" alumnus. A seemingly homogeneous group is actually composed of future doctors, lawyers, real estate salesmen, and homemakers. It is no wonder that reaction to organizations, officials, campus structures, and educational policies varies so from student to student. This report has recognized these variations and has attempted to isolate discernible characteristics of these students which appear to differentiate their actions from the norm.

UNIVERSITY OF CALIFORNIA, SAN DIEGO

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DAVID S. SAXON
President of the University

WILLIAM D. McELROY
Chancellor at San Diego

OFFICE OF THE CHANCELLOR
LA JOLLA, CALIFORNIA 92093

November 18, 1977

Dear Graduate of UCSD:

A University such as UCSD strives for excellence through a continuous process of self-review and assessment, with specific concern for the quality of education offered. I feel it is important to include an evaluation by our graduates of their educational experience, especially with the added perspective of the years following graduation.

Please take about twenty minutes to complete the attached questionnaire. Although your name and address are a part of this questionnaire, individual responses are to be aggregated and will be kept strictly confidential. Similarly any comments or suggestions you make will remain anonymous.

The results of this survey will be useful in assisting with the assessment and future planning of UCSD. Your help is appreciated.

Sincerely,

W. D. McElroy
Chancellor

Attachment

SURVEY FORWARDING LETTER

ALUMNI SURVEY

INSTRUCTIONS:

Please answer each of the questions below and on the reverse side. Where appropriate a "✓" or "x" is sufficient. Please print when a written response is solicited. When completed, place the questionnaire in the return envelope. No postage is necessary.

Thank you

Numbers in margin refer to Table numbers
N = discussed in narrative

If either your name or address is different from that shown above, please enter correct information below.

Name _____

Address _____

_____

1 1. SEX: ___ Female ___ Male

1 2. AGE ___

1 3. ETHNICITY:
___ American Indian/Native American
___ Asian
___ Black/Afro-American
___ Hispanic
___ Other White (Caucasian)
___ Other Non-white

N 4. Where did you graduate from high school?
City _____ State (Country) _____

— 5. When did you enter UCSD? 19 ___
___ Fall ___ Winter ___ Spring

— 6. When did you graduate from UCSD? 19 ___
___ Fall ___ Winter ___ Spring

6 7. Why did you choose UCSD? Indicate degree of importance for each item.

	Primary	Secondary	Some	Little or No
Closest school offering my major				
Univ. of Calif. campus				
Academic reputation				
Highly recommended				
Faculty reputation				
Campus atmosphere				
Familiarity with UCSD				
Financially feasible				
Cluster college concept				

7 8. With respect to your initial expectations, how long did it take you to graduate?
___ Longer than I expected
___ Shorter than I expected
___ About what I expected

2 9. Did you enter UCSD as a freshman or a transfer student?
___ Freshman (if checked skip a & b)
___ Transfer

3 a. From which school did you transfer? _____

b. As a former transfer student, if you were to relive your educational experience at UCSD, would you prefer to enter as a:
___ Transfer student
___ Freshman
___ Not sure

4 10. College: ___ Revelle ___ Third
___ Muir ___ Warren (Fourth)

5 11. What was your approximate undergraduate grade point average attained at UCSD (A=4.0)? _____

10 12. How actively did you participate in organized UCSD-sponsored extracurricular activities?
___ Very ___ Somewhat ___ Little ___ Inactive

13. With what major and minor(s) (if any) did you graduate?
11 _____ Major
_____ Minor
12 _____ Minor

15 14. Excluding undeclared status, did you graduate with the major you first selected? ___ Yes ___ No

14 15. Did you choose your major with a possible career in mind? ___ Yes ___ No ___ Somewhat

13 16. Did you enter UCSD with a declared major? _____
or an undeclared major? _____

8 17. How well did UCSD meet your academic expectations?
___ Excellent ___ Not very well
___ Good ___ Did not know what to expect
___ Satisfactory

9 19. How well did UCSD meet your non-academic expectations?
___ Excellent ___ Not very well
___ Good ___ Did not know what to expect
___ Satisfactory

16 19. If you changed your major, which of the following were influential in helping you make your choice? Indicate degree of importance for each item.

	Primary	Secondary	Some	Little or No
Faculty				
College academic advisor				
Dean's staff				
Psychological counselor				
Parents				
Peers				

22 20. How would you rate the following officials or organizations at UCSD in terms of responsiveness to your needs as a student?

a.

	Excellent	Good	Satisfactory	Poor	Other (please specify)	Don't know
Admissions Office						
Registrar's Office						
Faculty						
Provost's Academic Advisors						
College Dean						
Career Planning & Placement						
Student Health						
Student Housing Office						
Counseling & Psych. Services						
Student activities						

b. For those officials and organizations above that you rated less than satisfactory, what could be done to make them more responsive?

Appendix C

21. How well did your undergraduate UCSD experience prepare you in the following areas?

A a.

	Excellent	Good	Satisfactory	Poor	Not at all
Broad general education					
Research skills					
Technical skills					
Problem solving ability					
Communication skills					
Ability to interact with others					
Ability to cope with change					
Ability to cope with pressure					
Career preparation					
Writing					

b. In those areas above in which you feel less than satisfactorily prepared, do you think your UCSD experience could have prepared you better? If so, how?

Appendix A

20 22. From your viewpoint today, do you feel that a different mix of coursework should have been required of you (i.e., do you feel there are certain disciplinary areas where more or less effort should have been required)?
___ No ___ Yes (please elaborate)

Appendix B

23. Do you feel that your undergraduate work in your major has been of value to you in ways that are not related to your occupation?
___ No ___ Yes (please elaborate)

18 24. How do you feel that the organization of UCSD into undergraduate colleges affected your experience at UCSD?
___ Extremely beneficial ___ Little or no effect
___ Beneficial ___ Detrimental

25. Looking back and knowing what you know now, would you have chosen:

23 a. another school over UCSD, assuming you were able to go?
___ No ___ Yes (which one) 24

17 b. to major in a different subject area?
___ No ___ Yes (which one) _____

26. What do you feel are the important values of a college education? Indicate degree of importance for each item.

21

	Primary	Secondary	Some	Little or no
Exposure to many ideas and opinions				
Individual, personal development				
Preparation for occupation/career				
Develop problem-solving capabilities				

28 27. How long after graduation from UCSD did it take you to find your first full-time job? (If not applicable, please skip.)
___ I had the job before graduation
___ 2 months or less
___ 3 to 6 months
___ 7 months to 1 year
___ Over 1 year

30 28. Which statement best describes how you regarded your first full-time job (check one)? (If not applicable, please skip.)
___ Employment with definite career potential
___ Employment with possible career potential
___ Employment to earn money while I decided what kind of work I wanted
___ Temporary employment to earn money to do something else (travel, school, etc.)
___ Temporary employment until something better could be found

26 29. Are you presently (you may choose more than one):
___ Employed full-time
___ Employed part-time
___ Awaiting acceptance to graduate or professional school
___ Attending graduate or professional school
___ Self-employed
___ Seeking employment
___ Homemaker
___ Other (specify) _____

30. Present employment (if applicable)
Appendix D
Name of company, firm, etc. for whom you work _____
Occupation, business title or position _____
City _____ State or Country _____

31 31. How would you rate your UCSD education in preparation for your current career?
___ Excellent ___ Satisfactory
___ Good ___ Poor

32 32. Is your full-time employment related to your undergraduate academic major(s)?
___ Directly ___ Somewhat ___ No

33 33. If your initial employment was (is) NOT related to your major, what is the principal reason?
___ Not applicable to me (my job was (is) somewhat or directly related to my major)
___ I did not look for a job related to my major
___ I looked but could not find a job related to my major
___ The location of the job was more important than the relationship to my major
___ Took first offer I received
___ Other _____

34 34. Is your full-time employment related to your academic minor(s). (If you did not have an academic minor, please skip to next question.)
___ Directly ___ Somewhat ___ No

29 35. Through what means did you obtain your present employment?
___ UCSD Career Planning & Placement
___ UCSD Personnel Office
___ Employment agency
___ Friend or relative
___ Faculty
___ Own initiative
___ Other (please state) _____

36. We are interested in providing better career information to currently enrolled students. May we call on you to be a "career consultant," available (by appointment) to talk with students concerning your field of work?
___ Yes ___ No
If yes, please provide us with your work phone #.
Area code _____ Phone Number _____ Extension _____

37. How long have you been with your present employer?
___ Year(s) ___ Month(s)

35 38. In your present position:
a. What was your monthly starting salary? (If part-time, percent of time: _____%)
___ Under $600
___ $600-800
___ $801-1000
___ $1001-1200
___ $1201-1500
___ $1501-1800
___ Over $1800

b. What is your present monthly salary? (If part-time, percent of time: _____%)
___ Under $600
___ $600-800
___ $801-1000
___ $1001-1200
___ $1201-1500
___ $1501-1800
___ Over $1800

39. Graduate or professional school endeavors:
27 Name of school _____
+ Major field of study _____
25 Degree pursued _____
Date awarded or expected _____

N 40. If you began graduate or professional study but did not continue to achieve a degree or credential and are no longer enrolled, please indicate reason(s).
___ Lack of financial support
___ Lack of commitment to program
___ Needed to stop out but plan to return
___ Other (please indicate) _____

N 41. Are you presently continuing or expanding your education at an institution other than one of graduate or professional study (i.e., trade school, University Extension, etc.)?
___ No ___ Yes (If yes, what & where are you studying?) _____

42. Would you, as an alumnus, be interested in maintaining affiliation with UCSD?
___ Yes ___ Not sure ___ No
If interested, through what means? (Please check as many as appropriate.)
___ Alumni Association programs/activities
___ College or department events
___ Campus-wide events
___ Social events/programs
___ Receive Alumni or Campus newspaper
___ University Extension
___ Other (specify) _____

43. Are you a member of the alumni association (The Alumni & Friends, UC San Diego)?
___ Yes ___ No, but would consider joining
___ No, not interested in joining

44. If considering membership, which of the following programs would be of interest to you?
___ Group insurance
___ Tours/travel/charters
___ Legislative relations
___ Recreational opportunities on campus
___ Reunions
___ Library privileges
___ Student career counseling
___ Discounts on University Extension courses
___ On-campus cultural events
___ On-campus social events
___ On-campus lectures/programs
___ Alumni camp/vacation center
___ Student scholarships
___ Other (please specify) _____

45. Please help us update our records by listing the names and addresses of other UCSD graduates that you know.
_____ _____
_____ _____
_____ _____

46. COMMENTS: (This space is for any comments, observations, suggestions, or views you wish to express regarding this questionnaire or your experiences at UCSD. We genuinely solicit your views and will see that the appropriate campus department is informed of your comments or questions.)
_____
_____
_____
_____
_____

THANK YOU

I BACKGROUND

Who are the UCSD graduates from 1975-76?

About 58% of the survey respondents were male and 42% female. Nine of ten identified themselves as Caucasian (See Table 1). Thirty percent graduated from San Diego area high schools while an additional 60% graduated from other high schools in the State of California. About 9% graduated in other states with the remaining 1% from schools in foreign countries. Sixty percent of the students entered UCSD as freshmen with the remaining 40% transferring to UCSD (See Table 2). About half of the transfer students came from 4-year colleges and half transferred from 2-year schools. Of the 64 students who transferred from 4-year schools, only 32.8% stated hypothetically they would again enter UCSD as a transfer student; almost 44% would prefer to reenter UCSD as a freshman while 23% were not sure. Of the 62 transfer students entering UCSD from 2-year colleges, 56.5% stated they would go the same transfer route (See Table 3).

As Table 4 illustrates, about 45% of the students chose Revelle College and 47% Muir. Six percent enrolled in Third College and 2% in Warren. About 60% of the freshmen enrolled in Revelle while 63% of the transfers chose Muir.

Table 5 examines self-reported GPAs achieved at UCSD. The average GPA (as calculated from average interval GPAs) was 3.33. While freshmen and transfer students reported almost identical GPAs, female GPAs (3.37) were slightly higher than male GPAs (3.31). Students with majors in the Humanities/Letters disciplines showed an average GPA of 3.55. Majors in the Mathematics and Physical Science disciplines exhibited the lowest average GPAs, 3.26 and 3.25, respectively.

TABLE 1

DEMOGRAPHIC CHARACTERISTICS OF THE SURVEY RESPONDENTS

SEX:	Female	41.8%
	Male	58.2%
	(N=328)	100%

AGE: (at time of response to questionnaire)

21	0.9%
22	11.6%
23	46.9%
24	20.8%
25	7.2%
26-29	6.9%
30 & up	5.7%
(N=318)	100%

ETHNICITY:	N	% OF TOTAL
American Indian/ Native American	1	0.3%
Asian	8	2.5%
Black/Afro-American	5	1.5%
Hispanic	12	3.7%
Other White (Caucasian)	292	90.4%
Other Non-white	5	1.5%
	323	100%

TABLE 2

DID YOU ENTER UCSD AS A FRESHMAN OR A TRANSFER STUDENT?

	Number in Sample	Freshmen	Transfer
TOTAL	329	60.5%	39.5%
Male	191	63.4%	36.6%
Female	137	56.2%	43.8%
GPA			
2.0 - 2.4	8	62.5%	37.5%
2.5 - 2.8	27	51.9%	48.1%
2.9 - 3.2	99	64.6%	35.4%
3.3 - 3.6	116	62.1%	37.9%
3.7 - 4.0	78	55.1%	44.9%
COLLEGE			
Revelle	148	81.1%	18.9%
Muir	153	46.4%	53.6%
Third	20	25.0%	75.0%
Warren	7	28.6%	71.4%
DISCIPLINE			
Arts	12	50.0%	50.0%
Biology	85	61.2%	38.8%
Humanities/Letters	28	60.7%	39.3%
Mathematics	15	73.3%	26.7%
Physical Sciences	73	78.1%	21.9%
Social Sciences	114	49.1%	50.9%

TABLE 3

(FOR ALL TRANSFER STUDENTS) FROM WHICH SCHOOL DID YOU TRANSFER?

	Number	%
2-Year	62	49.2%
4-Year	64	50.8%
TOTAL	126	100.0%

AS A FORMER TRANSFER STUDENT, IF YOU WERE TO RELIVE YOUR EDUCATIONAL EXPERIENCE AT UCSD, WOULD YOU PREFER TO ENTER AS A:

Transfer Student	56	45.2%
Freshman	46	37.1%
Not sure	22	17.7%
TOTAL	124	100.0%

Of the 62 students who transferred from a 2-year college, 56.5% stated they would go the same route if they had it to do over again. Of the 64 who transferred from 4-year schools, only 32.8% stated they would again enter UCSD as a transfer student; almost 44% would prefer to reenter UCSD as a freshman while 23% were not sure.

TABLE 4

COLLEGE

	Number in Sample	Revelle	Muir	Third	Warren
TOTAL	328	45.1%	46.6%	6.1%	2.1%
Male	190	43.5%	48.7%	5.8%	2.1%
Female	136	47.8%	44.1%	5.9%	2.2%
Freshman	198	60.6%	35.9%	2.5%	1.0%
Transfer	130	21.5%	63.1%	11.5%	3.8%
DISCIPLINE					
Arts	12	8.3%	91.7%	-	-
Biology	85	48.2%	43.5%	7.1%	1.2%
Humanities/Letters	28	35.7%	64.3%	-	-
Mathematics	15	80.0%	20.0%	-	-
Physical Science	73	75.3%	20.5%	1.4%	2.7%
Social Science	113	25.7%	60.2%	10.6%	3.5%

TABLE 5

WHAT WAS YOUR APPROXIMATE UNDERGRADUATE GRADE POINT AVERAGE ATTAINED AT UCSD (A=4.0)

	Mean	Number in Sample	Scale 2.2 2.0-2.4	2.65 2.5-2.8	3.05 2.9-3.2	3.45 3.3-3.6	3.85 3.7-4.0
TOTAL	3.33	328	2.4%	8.2%	30.2%	35.4%	23.8%
Male	3.31	190	3.2%	12.1%	25.8%	35.3%	23.7%
Female	3.37	137	0.7%	2.9%	36.5%	35.8%	24.1%
Freshman	3.32	198	2.5%	7.1%	32.3%	36.4%	21.7%
Transfer	3.34	130	2.3%	10.0%	26.9%	33.8%	26.9%
DISCIPLINE							
Arts	3.35	12	--	8.3%	33.3%	33.3%	25.0%
Biology	3.30	84	1.2%	11.9%	31.0%	35.7%	20.2%
Humanities/ Letters	3.55	28	--	3.6%	14.3%	35.7%	46.4%
Mathematics	3.26	15	6.7%	--	46.7%	26.7%	20.0%
Phy. Sci.	3.25	73	1.4%	11.0%	37.0%	37.0%	13.7%
Soc. Sci.	3.35	114	4.4%	6.1%	26.3%	35.1%	28.1%
COLLEGE							
Revelle	3.26	147	1.4%	8.2%	41.5%	33.3%	15.6%
Muir	3.40	153	2.6%	7.2%	21.6%	37.3%	31.4%
Third	3.27	20	5.0%	20.0%	15.0%	35.0%	25.0%
Warren	3.45	7	--	--	28.6%	42.9%	28.6%

Why did these students choose UCSD?

As summarized below and in Table 6, the academic reputation of UCSD and the fact that it is a University of California campus were the two overwhelming reasons for students making UCSD their choice. Responses of freshmen and transfer students paralled each other in most instances. However, transfer students found the close proximity of UCSD and the faculty reputation more significant in their choice than did the freshmen. Familiarity with UCSD and the cluster college concept had only minor influence in the students' decision to attend UCSD.

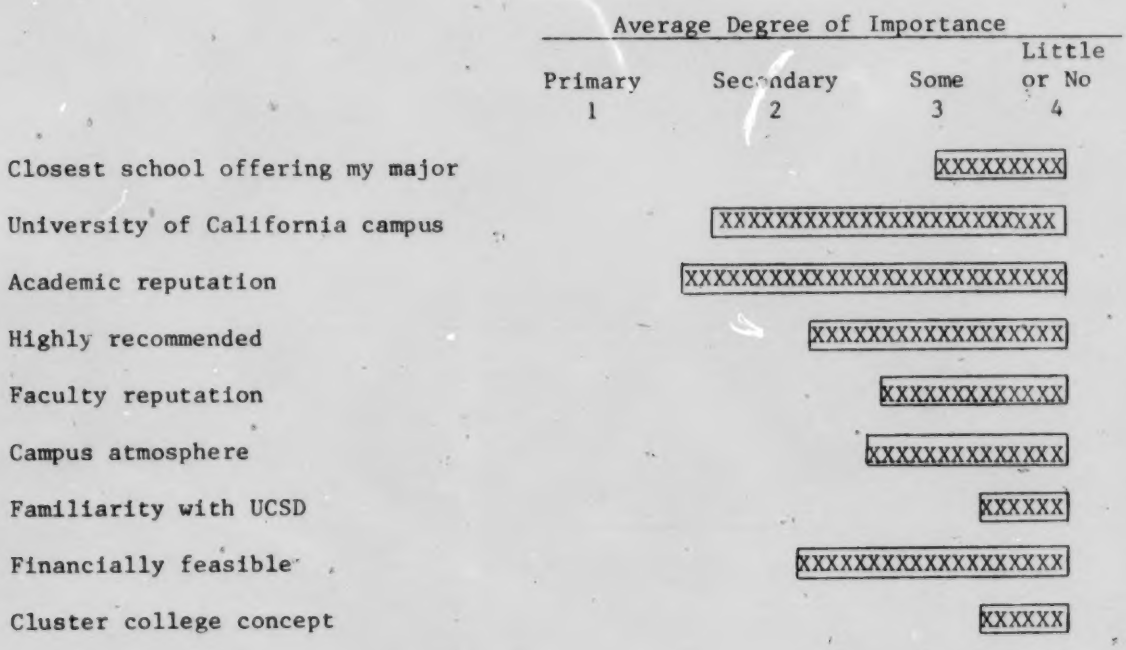


TABLE 6

WHY DID YOU CHOOSE UCSD? INDICATE DEGREE OF IMPORTANCE FOR EACH ITEM.

	Mean	Number in Sample	Scale 1 Primary	2 Secondary	3 Some	4 Little or No
Closest school offering my major:						
Freshman	3.27	189	13.2%	9.0%	15.9%	61.9%
Transfer	2.86	125	20.8%	20.8%	9.6%	48.8%
TOTAL	3.11	314	16.2%	13.7%	13.4%	56.7%
University of California campus:						
Freshman	1.69	197	51.3%	33.5%	10.2%	5.1%
Transfer	1.72	127	52.0%	31.5%	9.4%	7.1%
TOTAL	1.70	324	51.5%	32.7%	9.9%	5.9%
Academic reputation:						
Freshman	1.53	197	67.5%	17.3%	9.6%	5.6%
Transfer	1.52	125	70.4%	14.4%	8.0%	7.2%
TOTAL	1.53	322	68.6%	16.1%	9.0%	6.2%
Highly recommended:						
Freshman	2.22	194	36.1%	22.7%	24.2%	17.0%
Transfer	2.32	126	35.7%	19.8%	21.4%	23.0%
TOTAL	2.26	320	35.9%	21.6%	23.1%	19.4%
Faculty reputation:						
Freshman	2.88	191	15.7%	18.8%	26.7%	38.7%
Transfer	2.54	123	20.3%	29.3%	26.0%	24.4%
TOTAL	2.75	314	17.5%	22.9%	26.4%	33.1%
Campus atmosphere:						
Freshman	2.65	194	25.8%	19.1%	20.1%	35.1%
Transfer	2.74	124	20.2%	21.0%	23.4%	35.5%
TOTAL	2.68	318	23.6%	19.8%	21.4%	35.2%
Familiarity with UCSD:						
Freshman	3.18	192	8.9%	13.5%	28.6%	49.0%
Transfer	3.40	123	4.1%	10.6%	26.0%	59.3%
TOTAL	3.27	315	7.0%	12.4%	27.6%	53.0%
Financially feasible:						
Freshman	2.12	194	36.6%	30.4%	17.5%	15.5%
Transfer	2.29	125	31.2%	27.2%	23.2%	18.4%
TOTAL	2.18	319	34.5%	29.2%	19.7%	16.6%
Cluster college concept:						
Freshman	3.24	192	7.8%	16.7%	19.3%	56.3%
Transfer	3.40	125	8.0%	12.0%	12.0%	68.0%
TOTAL	3.30	317	7.9%	14.8%	16.4%	60.9%

II EXPECTATIONS OF UCSD

Length of Time to Graduation

Table 7 summarizes the responses to the question, "With respect to your initial expectations, how long did it take you to graduate?" About 13% of the respondents indicated it took them longer than expected, while 7.4% expressed the opinion that it took them less time to graduate than expected. Twenty percent of the transfer students indicated "longer" versus only 8% of the freshmen. GPA proved to correlate extremely closely with length of time to graduation, as only 2.6% of the students achieving the highest GPAs (3.7-4.0) revealed that it took them longer to graduate than expected. For the students achieving the lowest GPAs (2.5-2.8 and 2.0-2.4), 23.1% and 25.0% indicated a length of time to graduation exceeding their expectations. Only 10% of the students from Revelle College versus 15% from Muir expressed this unexpected increased time to graduation.

Academic Expectations

The alumni surveyed were asked "How well did UCSD meet your academic expectations?" As Table 8 indicates, only 5.5% responded "Not very well." "Excellent" was the response of 46.2% while 34.0% responded "Good." Ten percent replied "satisfactory" as slightly more than 4% "Did not know what to expect." Those alumni with the lowest GPAs were the least satisfied, while 90% of those with GPAs in the highest range (3.7-4.0) felt their academic expectations were met with a degree of "Excellent" or "Good." Those students with majors in the Physical Science disciplines were more satisfied with respect to their academic expectation than students in the other disciplines. Students who responded positively to the question, "Did you choose your major with a possible career in mind?" were significantly more satisfied academically than those who responded negatively.

TABLE 7

WITH RESPECT TO YOUR INITIAL EXPECTATIONS, HOW LONG DID IT TAKE YOU TO GRADUATE?

	Mean	Number in Sample	Scale 1 Longer Than Expected	2 About What Expected	3 Shorter Than Expected
TOTAL	1.95	326	12.9%	79.8%	7.4%
Male	1.95	188	11.2%	82.4%	6.4%
Female	1.93	137	15.3%	75.9%	8.8%
Freshman	1.98	198	8.1%	86.4%	5.6%
Transfer	1.90	128	20.3%	69.5%	10.2%
GPA					
2.0-2.4	1.75	8	25.0%	75.0%	-
2.5-2.8	1.81	26	23.1%	73.1%	3.8%
2.9-3.2	1.88	99	17.2%	77.8%	5.1%
3.3-3.6	1.98	115	13.0%	75.7%	11.3%
3.7-4.0	2.04	77	2.6%	90.9%	6.5%
COLLEGE					
Revelle	1.94	147	10.2%	85.7%	4.1%
Muir	1.94	152	15.1%	75.7%	9.2%
Third	2.06	19	15.8%	63.2%	21.1%
Warren	1.86	7	14.3%	85.7%	-
Entered UCSD with a declared major					
	1.94	220	13.6%	78.6%	7.7%
Entered UCSD with an undeclared major					
	1.95	105	11.4%	81.9%	6.7%
Excluding undeclared status, did you graduate with the major you first selected?					
Yes	1.95	227	11.9%	81.1%	7.0%
No	1.93	98	15.3%	76.5%	8.2%
Transfer School:					
2-year	1.89	61	18.0%	75.4%	6.6%
4-year	1.94	63	20.6%	65.1%	14.3%
How actively did you participate in organized UCSD extracurricular activities?					
Very	2.07	42	4.8%	83.3%	11.9%
Somewhat	1.96	115	9.6%	85.2%	5.2%
Little	1.88	96	16.7%	78.1%	5.2%
Inactive	1.93	70	18.6%	70.0%	11.4%
DISCIPLINE					
Arts	1.67	12	33.3%	66.7%	-
Biology	1.90	84	16.7%	76.2%	7.1%
Hum./Letters	2.07	27	3.7%	85.2%	11.1%
Mathematics	1.87	15	13.3%	86.7%	-
Phy. Science	1.85	73	16.4%	82.2%	1.4%
Soc. Science	2.05	113	7.1%	80.5%	12.4%

TABLE 8

HOW WELL DID UCSD MEET YOUR ACADEMIC EXPECTATIONS?

	Mean*	Number in Sample	Scale 1 Excellent	2 Good	3 Satisfactory	4 Not Very Well	5 Did Not Know What To Expect
TOTAL	1.74	329	46.2%	34.0%	10.0%	5.5%	4.3%
Male	1.71	191	48.2%	33.5%	8.9%	5.8%	3.7%
Female	1.75	137	43.8%	35.0%	11.7%	4.4%	5.1%
Freshman	1.69	199	46.7%	35.2%	8.5%	4.5%	5.0%
Transfer	1.80	130	45.4%	32.3%	12.3%	6.9%	3.1%
GPA							
2.0-2.4	2.00	8	50.0%	-	-	25.0%	25.0%
2.5-2.8	2.27	27	33.3%	29.6%	7.4%	25.9%	3.7%
2.9-3.2	1.79	99	44.4%	31.3%	12.1%	6.1%	6.1%
3.3-3.6	1.68	116	46.6%	37.9%	10.3%	2.6%	2.6%
3.7-4.0	1.56	78	52.6%	37.2%	9.0%	-	1.3%
COLLEGE							
Revelle	1.68	148	50.0%	30.4%	7.4%	6.1%	6.1%
Muir	1.76	153	42.5%	38.6%	11.8%	3.9%	3.3%
Third	1.95	20	40.0%	35.0%	15.0%	10.0%	-
Warren	1.86	7	57.1%	14.3%	14.3%	14.3%	-
Did you choose your major with a possible career in mind?							
Yes	1.66	201	54.2%	26.4%	8.5%	6.5%	4.5%
No	1.83	55	38.2%	38.2%	14.5%	3.6%	5.5%
Somewhat	1.89	72	30.6%	51.4%	11.1%	4.2%	2.8%
From your viewpoint today do you feel that a different mix of coursework should have been required of you?							
Yes	1.79	154	44.2%	31.8%	11.7%	6.5%	5.8%
No	1.67	153	49.0%	36.6%	6.5%	5.2%	2.6%
DISCIPLINE							
Arts	1.92	12	66.7%	16.7%	8.3%	8.3%	-
Biology	1.77	85	45.9%	31.8%	11.8%	5.9%	4.7%
Humanities/ Letters	1.86	28	35.7%	46.4%	14.3%	3.6%	-
Mathematics	1.93	15	33.3%	46.7%	13.3%	6.7%	-
Phy. Science	1.67	73	46.6%	31.5%	8.2%	4.1%	9.6%
Soc. Science	1.72	114	48.2%	34.2%	8.8%	6.1%	2.6%

* Mean excluding responses "Did not know what to expect"

Non-academic Expectations

To the question, "How well did UCSD meet your non-academic expectations?" only 15.3% responded "Excellent" (See Table 9) (46.2% responded "Excellent" to the question of meeting academic expectations). As almost 15% of the respondents indicated they "did not know what to expect," 23.5% cautioned that their non-academic expectations were met "Not very well." Freshmen were relatively more satisfied than transfer students. A significant correlation with GPA was not apparent although students with GPAs in both the highest and lowest ranges were more satisfied than their counterparts with middle-range GPAs. An extremely positive correlation was exhibited between satisfaction of academic expectations and non-academic expectations. Those who were most satisfied with respect to academic expectations were also most satisfied non-academically. A similar relationship resides with those least satisfied in the two areas.

Not surprisingly, those students who indicated "Very" active participation in extracurricular activities were most satisfied with respect to their non-academic expectations.

The group who was "Inactive" was the least satisfied. Table 10 displays the results of the question regarding UCSD-sponsored extracurricular participation. Males are shown to participate more actively than females. A large gap exists between freshman and transfer student participation. Only 5.4% of the transfers were "Very" active (versus 17.8% of the freshmen) while 37.2% of the transfers were inactive (versus 11.2% of the freshmen). Those students with the highest GPAs (3.7-4.0) participated less actively than students with lower GPAs (2.5-3.6).

TABLE 9

HOW WELL DID UCSD MEET YOUR NON-ACADEMIC EXPECTATIONS?

	Mean*	Number in Sample	Scale 1 Excellent	2 Good	3 Satisfactory	4 Not Very Well	5 Did Not Know What To Expect
TOTAL	2.67	327	15.3%	20.8%	25.7%	23.5%	14.7%
Male	2.67	190	15.8%	20.5%	27.9%	23.7%	12.1%
Female	2.68	136	14.7%	20.6%	22.8%	23.5%	18.4%
Freshman	2.62	198	16.2%	23.7%	27.3%	22.2%	10.6%
Transfer	2.77	129	14.0%	16.3%	23.3%	25.6%	20.9%
GPA							
2.0-2.4	2.17	8	25.0%	25.0%	12.5%	12.5%	25.0%
2.5-2.8	2.80	26	15.4%	23.1%	23.1%	34.6%	3.8%
2.9-3.2	2.64	98	13.3%	23.5%	27.6%	19.4%	16.3%
3.3-3.6	2.79	116	14.7%	16.4%	25.0%	28.4%	15.5%
3.7-4.0	2.53	78	17.9%	23.1%	25.6%	19.2%	14.1%
COLLEGE							
Revelle	2.75	147	11.6%	21.8%	27.9%	23.8%	15.0%
Muir	2.63	152	17.8%	19.1%	25.0%	23.0%	15.1%
Third	2.68	20	20.0%	25.0%	15.0%	35.0%	5.0%
Warren	2.20	7	14.3%	28.6%	28.6%	-	28.6%
How actively did you participate in organized UCSD-sponsored extracurricular activiites?							
Very	2.36	42	21.4%	38.1%	23.8%	16.7%	-
Somewhat	2.49	117	17.9%	29.9%	29.1%	17.9%	5.1%
Little	2.87	97	13.4%	11.3%	20.6%	29.9%	24.7%
Inactive	3.04	68	8.8%	8.8%	26.5%	29.4%	26.5%
How well did UCSD meet your academic expectations?							
Excellent	2.49	152	22.4%	22.4%	25.7%	20.4%	9.2%
Good	2.78	110	10.0%	20.9%	28.2%	22.7%	18.2%
Satisfactory	3.03	33	9.1%	18.2%	21.2%	39.4%	12.1%
Not Very Well	3.21	18	5.6%	11.1%	22.2%	38.9%	22.2%
Did Not Know What to Expect	-	14	7.1%	21.4%	21.4%	7.1%	42.9%

* Mean excluding responses "Did not know what to expect"

TABLE 10

HOW ACTIVELY DID YOU PARTICIPATE IN ORGANIZED UCSD-SPONSORED EXTRACURRICULAR ACTIVITIES?

	Mean	Number in Sample	Scale 1 Very	2 Somewhat	3 Little	4 Inactive
TOTAL	2.60	326	12.9%	35.9%	29.8%	21.5%
Male	2.51	191	15.7%	36.1%	29.3%	18.8%
Female	2.72	134	9.0%	35.8%	29.9%	25.4%
Freshman	2.34	197	17.8%	41.6%	29.4%	11.2%
Transfer	2.99	129	5.4%	27.1%	30.2%	37.2%
GPA						
2.0-2.4	3.15	7	-	28.6%	28.6%	42.9%
2.5-2.8	2.59	27	14.8%	40.7%	14.8%	29.6%
2.9-3.2	2.52	98	15.3%	36.7%	28.6%	19.4%
3.3-3.6	2.58	115	11.3%	38.3%	32.2%	18.3%
3.7-4.0	2.71	78	11.5%	30.8%	33.3%	24.4%
COLLEGE						
Revelle	2.50	147	13.6%	38.8%	32.0%	15.6%
Muir	2.69	152	11.8%	34.2%	27.0%	27.0%
Third	2.70	20	15.0%	25.0%	35.0%	25.0%
Warren	2.43	7	14.3%	42.9%	28.6%	14.3%

III ASSESSMENTS

Choice of Major(s)/Minor(s)

Tables 11 and 12 summarize the students' majors and minors. Most references to majors in this report aggregate them into academic disciplines (the aggregation schema is apparent from Table 17):

Disciplines	Number of Respondents	% of Total
Arts	12	3.7%
Biology	85	26.0%
Humanities/Letters	28	8.6%
Mathematics	15	4.6%
Physical Sciences	73	22.3%
Social Sciences	114	34.9%
TOTAL	327	100.0%

As Table 13 indicates, 32% of the graduates entered UCSD as undeclared majors. This is composed of 42.4% of the freshmen and 16.2% of the transfer students. Whether a student entered with a declared or an undeclared major had no apparent effect upon grade point average. The disparity of almost 40% of the Revelle graduates versus only 26% of the Muir graduates entering UCSD as undeclared majors can be explained by the academic program as well as the large percentage of freshmen (60%) choosing Revelle and 63% of the transfers choosing Muir.

Only one-fourth of those who chose their major with a possible career in mind entered UCSD as undeclared. Almost one-half of those who graduated with a major not chosen with a possible career in mind entered UCSD without a declared major. About 42% of those graduating in the Arts entered as undeclared. This is opposed to only 13% in Mathematics who began at UCSD without a declared major.

About 61% of the graduates chose their major with a possible career in mind (See Table 14). Almost 17% stated they did not have a career in mind, while 22% "Somewhat" had a career in mind. Males were much more apt to answer positively (66.8%) than were females (53.3%). More than 82% of those with majors in the Arts and Biology chose them with careers in mind. This is opposed to only 28.6% in the Humanities/Letters discipline, 33.3% in Mathematics,and 45.1% in the Social Sciences. In the Physical Sciences 76.7% made their choice with a career in mind.

Three out of ten persons after selecting a major (other than undeclared) changed their major prior to graduation. Freshmen were much more apt to change majors than were transfer students. Only 3.5% of those who graduated with a degree in Biology had previously changed their declared major. Table 15 shows that in the Arts, at the opposite end of the spectrum, only 25% of the graduates had not changed their major.

Those who had changed their majors were questioned as to who was influential in helping make the choice (See Table 16):

	Average Degree of Importance			
	Primary 1	Secondary 2	Some 3	Little or None 4
Faculty			XXXXXXXXXXXXXXX	
College academic advisor				XXXX
Dean's staff				XX
Psychological counselor				X
Parents				XXXXXX
Peers			XXXXXXXXXXXXXX	

Only the faculty and the students' peers proved to be of "Some" influence upon the students' choice of changing majors. The college academic advisor did prove to be of "Primary" or "Secondary" importance for 11% of the students. The Dean's staff were of equally great importance for only 5.5% of the students changing majors.

TABLE 11

WITH WHAT MAJOR DID YOU GRADUATE?

Biology	85	History Honors Program	4
Chemistry	36	Chemistry-Earth Science	3
History	21	Philosophy	3
Sociology	21	Visual Arts	3
Economics	21	Biophysics	2
Mathematics	15	Communications-Sociology	2
Psychology	13	Comparative Literature	2
Anthropology	9	French Literature	2
Applied Physics	9	General Literature	2
General Psychology	9	Spanish Literature	2
English/American Literature	9	Music	2
Applied Mechanics	7	Urban & Rural Studies	2
Computer Science	7	German Literature	1
Political Science	7	Muir Special Project	1
Drama	7	Russian Literature	1
Communications	5	Systems Science	1
Linguistics	5	Unknown	2
AMES	4		
Bioengineering	4	TOTAL	329

TABLE 12

WITH WHAT MINOR(S) (IF ANY) DID YOU GRADUATE?

First Minor (173 persons did not indicate graduation with a minor)

Economics	22	General Literature	4
Biology	13	Spanish Literature	4
General Psychology	12	Urban & Rural Studies	4
Psychology	10	Chemistry	3
Sociology	10	Communications	3
Political Science	9	English/American Lit.	3
Music	7	Philosophy	3
Comparative Literature	6	Russian Literature	3
History	5	AMES	2
Revelle Independent	5	Math-Earth Science	2
Mathematics	5	Classical Studies	1
Visual Arts	5	Engineering Science	1
Anthropology	4	Literature/Writing	1
Linguistics	4	German Literature	1
French Literature	4	TOTAL	156

Second Minor (319 persons did not indicate graduation with a second minor)

History	2
Urban & Rural Studies	2
Anthropology	1
Chemistry	1
Economics	1
General Psychology	1
Philosophy	1
Sociology	1
TOTAL	10

Major Discipline vs. First Minor Discipline

Major Discipline	Number in Sample	% with Minors	Minor Disciplines: Arts	Biology	Human./ Letters	Math	Phy. Sci.	Soc. Sci.	No Minor
Arts	12	16.7%	0	2	0	0	0	0	10
Biology	85	49.4%	6	0	8	0	5	23	43
Humanities/Letters	28	42.9%	0	3	5	0	1	3	16
Mathematics	15	80.0%	0	0	4	0	1	7	3
Physical Sciences	73	63.0%	5	2	9	1	3	26	27
Social Sciences	114	36.8%	1	6	8	6	1	20	72

TABLE 13

DID YOU ENTER UCSD WITH A DECLARED MAJOR OR AN UNDECLARED MAJOR?

	Number in Sample	Declared	Undeclared
TOTAL	328	68.0%	32.0%
Male	190	70.0%	30.0%
Female	137	65.0%	35.0%
Freshman	198	57.6%	42.4%
Transfer	130	83.8%	16.2%
GPA			
2.0-2.4	8	100.0%	-
2.5-2.8	27	70.4%	29.6%
2.9-3.2	98	67.3%	32.7%
3.3-3.6	116	65.5%	34.5%
3.7-4.0	78	67.9%	32.1%
COLLEGE			
Revelle	147	60.5%	39.5%
Muir	153	73.9%	26.1%
Third	20	70.0%	30.0%
Warren	7	85.7%	14.3%
Did you choose your major with a possible career in mind?			
Yes	201	75.1%	24.9%
No	55	50.9%	49.1%
Somewhat	71	60.6%	39.4%
DISCIPLINE			
Arts	12	58.3%	41.7%
Biology	85	71.8%	28.2%
Humanities/Letters	28	60.7%	39.3%
Mathematics	15	86.7%	13.3%
Physical Sciences	73	65.8%	34.2%
Social Sciences	113	66.4%	33.6%

TABLE 14

DID YOU CHOOSE YOUR MAJOR WITH A POSSIBLE CAREER IN MIND?

	Number in Sample	Yes	No	Somewhat
TOTAL	328	61.3%	16.8%	22.0%
Male	190	66.8%	13.7%	19.5%
Female	137	53.3%	21.2%	25.5%
Freshman	199	60.8%	15.1%	24.1%
Transfer	129	62.0%	19.4%	18.6%
DISCIPLINE				
Arts	12	83.3%	-	16.7%
Biology	85	82.4%	7.1%	10.6%
Humanities/Letters	28	28.6%	32.1%	39.3%
Mathematics	15	33.3%	40.0%	26.7%
Physical Science	73	76.7%	5.5%	17.8%
Social Science	113	45.1%	26.5%	28.3%
COLLEGE				
Revelle	148	61.5%	17.6%	20.9%
Muir	152	59.2%	16.4%	24.3%
Third	20	65.0%	15.0%	20.0%
Warren	7	85.7%	14.3%	-

TABLE 15

EXCLUDING UNDECLARED STATUS, DID YOU GRADUATE WITH THE MAJOR YOU FIRST SELECTED?

	Number in Sample	Yes	No
TOTAL	328	69.8%	30.2%
Male	190	71.6%	28.4%
Female	137	67.9%	32.1%
Freshman	199	64.3%	35.7%
Transfer	129	78.3%	21.7%
DISCIPLINE			
Arts	12	25.0%	75.0%
Biology	85	96.5%	3.5%
Humanities/Letters	28	71.4%	28.6%
Mathematics	15	80.0%	20.0%
Physical Sciences	73	57.5%	42.5%
Social Sciences	113	60.2%	39.8%

TABLE 16

IF YOU CHANGED YOUR MAJOR, WHICH OF THE FOLLOWING WERE INFLUENTIAL IN HELPING YOU MAKE YOUR CHOICE? INDICATE DEGREE IF IMPORTANCE FOR EACH ITEM.

	Mean	Number in Sample	Scale 1 Primary	2 Secondary	3 Some	4 Little or No
Faculty	2.67	90	33.3%	12.2%	8.9%	45.6%
College Academic Advisor	3.66	91	6.6%	4.4%	5.5%	83.5%
Dean's Staff	3.85	91	2.2%	3.3%	2.2%	92.3%
Psychological Counselor	3.92	89	-	2.2%	3.4%	94.4%
Parents	3.47	89	7.9%	11.2%	6.7%	74.2%
Peers	2.88	91	20.9%	14.3%	20.9%	44.0%

To all the students the survey hypothesized, "Looking back and knowing what you know now, would you have chosen to major in a different subject area?" (See Table 17). Almost 19% stated that they would. While the 19% figure was consistent for both males and females, more transfer students would choose a different major (21.3%) than would freshmen (17.4%). GPA also had an effect upon this hypothetical question. Those graduates with the highest GPAs were most reluctant to change, while almost 40% of those in the lower GPA ranges (2.0-2.8) would today choose a different major.

Much of the propensity to change majors can be explained by the responses to the question, "Did you choose your major with a possible career in mind?" Of those who responded negatively, almost one in three would today choose a different major. Of those who did indeed choose their majors with careers in mind, only one in eight would change their choice. Similarly, in response to the question, "How would you rate your UCSD education in preparation for your current career?" few of those responding with high ratings would change majors. However, of those responding either "Satisfactory" or "Poor" almost one-third would prefer a different major.

Table 17 also displays by individual majors and disciplines (aggregated majors) the responses to the question, "Looking back and knowing what you know now, would you have chosen to major in a different subject area?" Majors in the Arts, Biology, and Physical Sciences are very reluctant to change -- less than 12% would do so. However, 40.0% of the Mathematics majors and 27.7% of the Social Sciences majors would change their majors if given the chance.

Choice and Effects of Colleges

"How do you feel that the organization of UCSD into undergraduate colleges affected your experience at UCSD?" Table 18 illustrates that 51.4% of the respondents viewed the College effect as either "Extremely beneficial" (10.2%) or "Beneficial" (41.2%). "Little or no effect" was the response of 43.1% while the remaining 5.5% identified the College effect as "Detrimental."

TABLE 17

LOOKING BACK AND KNOWING WHAT YOU KNOW NOW, WOULD YOU HAVE CHOSEN TO MAJOR IN A DIFFERENT SUBJECT AREA?

	Number in Sample	No	Yes
TOTAL	317	81.1%	18.9%
Male	183	81.4%	18.6%
Female	133	81.2%	18.6%
Freshman	190	82.6%	17.4%
Transfer	127	78.7%	21.3%
GPA			
2.0-2.4	8	62.5%	37.5%
2.5-2.8	27	59.3%	40.7%
2.9-3.2	92	81.5%	18.5%
3.3-3.6	114	84.2%	15.8%
3.7-4.0	75	85.3%	14.7%
COLLEGE			
Revelle	141	83.7%	16.3%
Muir	148	77.7%	22.3%
Third	20	80.0%	20.0%
Warren	7	100.0%	-
MAJORS:			
Total Arts	11	90.9%	9.1%
Drama	7	100.0%	-
Music	2	100.0%	-
Visual Arts	2	50.0%	50.0%
Total Biology	82	89.0%	11.0%
Total Humanities/Letters	24	83.3%	16.7%
Linguistics	3	66.7%	33.3%
Literature	17	82.4%	17.6%
Muir Special Project	1	100.0%	-
Philosophy	3	100.0%	-

(Cont.)

TABLE 17
(Continued)

	Number in Sample	No	Yes
Total Mathematics	15	60.0%	40.0%
Total Physical Sciences	71	88.7%	11.3%
AMES	15	86.7%	13.3%
AP&IS	16	87.5%	12.5%
Chemistry	38	89.5%	10.5%
Physics	2	100.0%	-
Total Social Sciences	112	72.3%	27.7%
Anthropology	9	55.6%	44.4%
Communications	7	57.1%	42.9%
Economics	21	85.7%	14.3%
History	23	73.9%	26.1%
Political Science	7	100.0%	-
Psychology	22	50.0%	50.0%
Sociology	21	85.7%	14.3%
Urban & Rural Studies	2	50.0%	50.0%
Did you choose your major with a possible career in mind?			
Yes	195	87.2%	12.8%
No	52	67.3%	32.7%
Somewhat	69	75.4%	24.6%
Excluding undeclared status, did you graduate with the major you first selected?			
Yes	220	82.3%	17.7%
No	90	79.2%	20.8%
How would you rate your UCSD education in preparation for your current career?			
Excellent	79	91.1%	8.9%
Good	113	84.1%	15.9%
Satisfactory	55	70.9%	29.1%
Poor	40	65.0%	35.0%

TABLE 18

HOW DO YOU FEEL THAT THE ORGANICATION OF UCSD INTO UNDERGRADUATE COLLEGES AFFECTED YOUR EXPERIENCE AT UCSD?

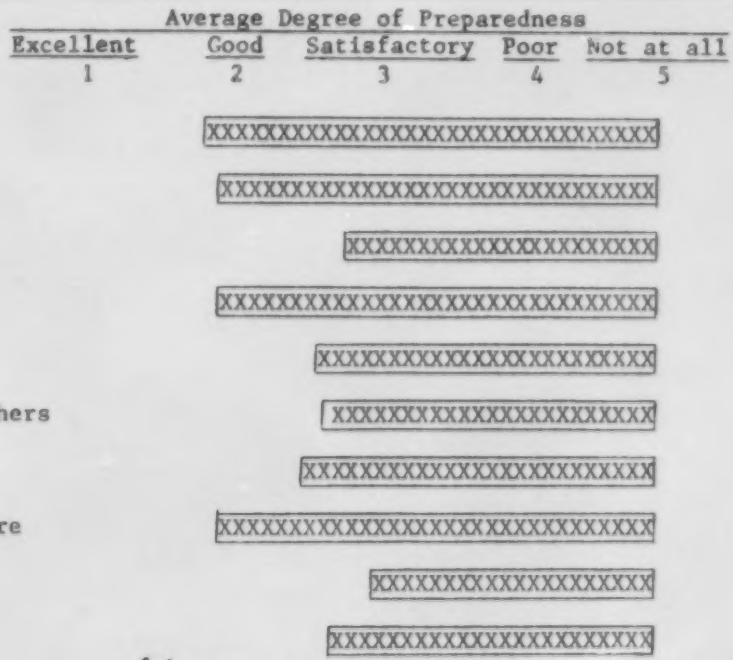
	Mean	Number in Sample	Scale 1 Extremely Beneficial	2 Beneficial	3 Little or No Effect	4 Detrimental
TOTAL	2.44	325	10.2%	41.2%	43.1%	5.5%
Male	2.43	188	10.1%	42.0%	42.6%	5.3%
Female	2.46	136	10.3%	39.7%	44.1%	5.9%
Freshman	2.34	198	10.6%	48.0%	37.9%	3.5%
Transfer	2.59	127	9.4%	30.7%	51.2%	8.7%
GPA						
2.0-2.4	2.75	8	-	37.5%	50.0%	12.5%
2.5-2.8	2.42	26	19.2%	26.9%	46.2%	7.7%
2.9-3.2	2.56	98	5.1%	42.9%	42.9%	9.2%
3.3-3.6	2.35	115	11.3%	45.2%	40.9%	2.6%
3.7-4.0	2.39	77	13.0%	39.0%	44.2%	3.9%
COLLEGE						
Revelle	2.38	146	11.0%	46.6%	35.6%	6.8%
Muir	2.49	151	8.6%	37.7%	49.7%	4.0%
Third	2.50	20	10.0%	40.0%	40.0%	10.0%
Warren	2.28	7	28.6%	14.3%	57.1%	-
DISCIPLINE						
Arts	2.58	12	8.3%	25.0%	66.7%	-
Biology	2.54	83	7.2%	38.6%	47.0%	7.2%
Hum./Letters	2.50	28	3.6%	50.0%	39.3%	7.1%
Mathematics	2.53	15	6.7%	33.3%	60.0%	-
Phy. Sci.	2.34	73	13.7%	45.2%	34.2%	6.8%
Soc. Sci.	2.39	113	12.4%	40.7%	42.5%	4.4%

Freshmen felt the effect to be more beneficial than did transfer students. Only 40% of the transfer students viewed the effect as "Beneficial" or "Extremely beneficial" versus almost 59% of those who entered UCSD as freshmen. GPAs had a slight effect, as those students with GPAs in the highest ranges (3.3 and above) were more apt to view the college effect beneficially than those achieving lower GPAs. Similarly Revelle students felt the effect to be more beneficial than did students from Muir College. Indeed only 46.3% from Muir found the effect as either "Beneficial" or "Extremely beneficial" as opposed to 57.6% from Revelle. Students with majors in the Physical Sciences and Social Science disciplines also found the College effect to be relatively more beneficial than students with majors in the other academic disciplines.

Skills and Values

The alumni were queried with a series of questions which attempted to delve into the students' assessment of their education at UCSD.

The illustration below summarizes the average responses to the question, "How well did your undergraduate UCSD experience prepare you in the following areas?"



It is noteworthy that "Broad general education" preparedness is first on the scale and "Career preparation" is last. Table 19 analyzes responses to each of these skills or abilities by individual college and major discipline. Close scrutiny of this table allows an insightful examination of the differences between the colleges; also those between the academic major disciplines. For instance, in the areas of "Broad general education," "Technical skills," "Problem solving ability," "Ability to cope with pressure," and "Career preparation," those graduates from Revelle assess themselves as better prepared than their counterparts from Muir. However, in the areas of "Communication skills," "Ability to interact with others" and "Ability to cope with change," the opposite is true and those from Muir view themselves as better prepared. In the area of "Writing" while students from Muir and Revelle assess their preparedness about midway between "Satisfactory" and "Good," Third College alumni view their "Writing" skills as between "Poor" and "Satisfactory." Students from the Humanities/ Letters discipline place their writing preparedness about midway between "Good" and "Excellent." The reader is encouraged to closely review Table 19.

The respondents were also asked, "In those areas above in which you feel less than satisfactorily prepared, do you think your UCSD experience could have prepared you better? If so how?" The narrative replies to this inquiry are presented as Appendix A.

Also posed was the hypothetical question, "From your viewpoint today, do you feel that a different mix of coursework should have been required of you (i.e., do you feel there are certain disciplinary areas where more or less effort should have been required)?" Half of the alumni responded

TABLE 19

HOW WELL DID YOUR UNDERGRADUATE UCSD EXPERIENCE PREPARE YOU IN THE FOLLOWING AREAS?

	Mean	Number in Sample	Scale 1 Excellent	2 Good	3 Satisfactory	4 Poor	5 Not at All
Broad general education							
TOTAL	1.97	321	36.8%	35.5%	22.7%	4.4%	0.6%
Revelle	1.76	145	46.2%	35.9%	14.5%	2.8%	0.7%
Muir	2.08	149	30.9%	35.6%	28.9%	4.0%	0.7%
Third	2.58	19	15.8%	26.3%	42.1%	15.8%	-
Warren	2.29	7	14.3%	57.1%	14.3%	14.3%	-
Arts	1.82	11	45.5%	27.3%	27.3%	-	-
Biology	2.31	84	23.8%	32.1%	34.5%	8.3%	1.2%
Hum./Letters	1.78	27	44.4%	40.7%	7.4%	7.4%	-
Mathematics	2.07	15	33.3%	26.7%	40.0%	-	-
Phy. Sci.	1.96	73	34.2%	41.1%	19.2%	5.5%	-
Soc. Sci.	1.74	109	46.8%	34.9%	16.5%	0.9%	0.9%
Research skills							
TOTAL	2.05	323	30.3%	43.7%	19.2%	4.3%	2.5%
Revelle	2.00	144	31.9%	45.1%	16.0%	5.6%	1.4%
Muir	2.05	151	29.1%	43.7%	21.9%	3.3%	2.0%
Third	2.30	20	30.0%	35.0%	20.0%	5.0%	10.0%
Warren	2.00	7	28.6%	42.9%	28.6%	-	-
Arts	2.00	11	27.3%	45.5%	27.3%	-	-
Biology	1.92	85	35.3%	43.5%	15.3%	5.9%	-
Hum./Letters	2.08	26	23.1%	61.5%	7.7%	-	7.7%
Mathematics	2.27	15	6.7%	66.7%	20.0%	6.7%	-
Phy. Sci.	2.10	73	31.5%	38.4%	20.5%	6.8%	2.7%
Soc. Sci.	2.07	111	31.5%	39.6%	22.5%	2.7%	3.6%

TABLE 19
(Cont.)

HOW WELL DID YOUR UNDERGRADUATE UCSD EXPERIENCE PREPARE YOU IN THE FOLLOWING AREAS?

	Mean	Number in Sample	Scale 1 Excellent	2 Good	3 Satisfactory	4 Poor	5 Not at All
Technical skills							
TOTAL	2.74	315	14.6%	30.8%	31.4%	12.7%	10.5%
Revelle	2.65	142	14.1%	35.9%	28.9%	13.4%	7.7%
Muir	2.86	147	14.3%	25.2%	34.0%	12.9%	13.6%
Third	2.22	18	22.2%	38.9%	33.3%	5.6%	-
Warren	2.86	7	14.3%	28.6%	28.6%	14.3%	14.3%
Arts	2.33	12	33.3%	25.0%	16.7%	25.0%	-
Biology	2.44	82	22.0%	32.9%	26.8%	15.9%	2.4%
Hum./Letters	2.84	24	16.7%	29.2%	29.2%	4.2%	20.8%
Mathematics	2.73	15	-	60.0%	20.0%	6.7%	13.3%
Phy. Sci.	2.52	73	16.4%	38.4%	27.4%	12.3%	5.5%
Soc. Sci.	3.14	107	7.5%	20.6%	41.1%	12.1%	18.7%
Problem solving ability							
TOTAL	2.00	320	35.0%	38.1%	20.6%	4.4%	1.9%
Revelle	1.84	144	43.8%	33.3%	18.1%	4.9%	-
Muir	2.09	150	29.3%	40.7%	24.0%	3.3%	2.7%
Third	2.23	18	22.2%	50.0%	16.7%	5.6%	5.6%
Warren	2.29	7	14.3%	57.1%	14.3%	14.3%	-
Arts	2.08	12	33.3%	33.3%	25.0%	8.3%	-
Biology	1.99	85	32.9%	38.8%	24.7%	3.5%	-
Hum./Letters	2.20	25	24.0%	52.0%	12.0%	4.0%	8.0%
Mathematics	1.47	15	73.3%	13.3%	6.7%	6.7%	-
Phy. Sci.	1.86	73	42.5%	32.9%	20.5%	4.1%	-
Soc. Sci.	2.11	108	29.6%	41.7%	20.4%	4.6%	3.7%

TABLE 19
(Cont.)

HOW WELL DID YOUR UNDERGRADUATE UCSD EXPERIENCE PREPARE YOU IN THE FOLLOWING AREAS?

	Mean	Number in Sample	Scale 1 Excellent	2 Good	3 Satisfactory	4 Poor	5 Not at All
Communication skills							
TOTAL	2.55	321	16.5%	32.4%	35.2%	11.8%	4.0%
Revelle	2.60	142	14.1%	33.1%	35.9%	12.7%	4.2%
Muir	2.51	151	18.5%	31.1%	35.1%	11.3%	4.0%
Third	2.60	20	15.0%	35.0%	30.0%	15.0%	5.0%
Warren	2.29	7	14.3%	42.9%	42.9%	-	-
Arts	2.42	12	16.7%	33.3%	41.7%	8.3%	-
Biology	2.76	83	9.6%	27.7%	42.2%	18.1%	2.4%
Hum./Letters	1.84	26	46.2%	34.6%	11.5%	3.8%	3.8%
Mathematics	2.64	14	21.4%	21.4%	35.7%	14.3%	7.1%
Phy. Sci.	2.89	73	9.6%	21.9%	45.2%	16.4%	6.8%
Soc. Sci.	2.32	111	18.9%	43.2%	27.9%	6.3%	3.6%
Ability to interact with others							
TOTAL	2.63	320	15.9%	31.6%	34.1%	10.9%	7.5%
Revelle	2.70	143	11.9%	32.2%	37.1%	11.9%	7.0%
Muir	2.54	151	19.2%	29.8%	35.1%	9.3%	6.6%
Third	2.67	18	22.2%	38.9%	5.6%	16.7%	16.7%
Warren	3.00	7	-	42.9%	28.6%	14.3%	14.3%
Arts	2.33	12	25.0%	33.3%	25.0%	16.7%	-
Biology	2.74	84	10.7%	31.0%	38.1%	14.3%	6.0%
Hum./Letters	2.35	26	30.8%	34.6%	15.4%	7.7%	11.5%
Mathematics	2.40	15	20.0%	40.0%	26.7%	6.7%	6.7%
Phy. Sci.	2.87	73	8.2%	26.0%	43.8%	13.7%	8.2%
Soc. Sci.	2.50	108	20.4%	33.3%	30.6%	7.4%	8.3%

TABLE 19
(Cont.)

HOW WELL DID YOUR UNDERGRADUATE UCSD EXPERIENCE PREPARE YOU IN THE FOLLOWING AREAS?

	Mean	Number in Sample	Scale 1 Excellent	2 Good	3 Satisfactory	4 Poor	5 Not at All
Ability to cope with change							
TOTAL	2.42	316	21.5%	35.4%	29.7%	6.6%	6.6%
Revelle	2.42	140	19.3%	37.1%	31.4%	6.4%	5.7%
Muir	2.36	149	24.2%	34.9%	28.9%	5.4%	6.7%
Third	2.95	19	15.8%	26.3%	21.1%	21.1%	15.8%
Warren	2.29	7	14.3%	42.9%	42.9%	-	-
Arts	2.00	12	41.7%	25.0%	25.0%	8.3%	-
Biology	2.57	83	18.1%	32.5%	31.3%	9.6%	8.4%
Hum./Letters	2.50	26	30.8%	23.1%	26.9%	3.8%	15.4%
Mathematics	2.27	15	26.7%	33.3%	33.3%	-	6.7%
Phy. Sci.	2.51	69	14.5%	37.7%	34.8%	8.7%	4.3%
Soc. Sci.	2.28	109	23.9%	40.4%	25.7%	4.6%	5.5%
Ability to cope with pressure							
TOTAL	2.02	322	37.6%	35.4%	18.3%	4.7%	4.0%
Revelle	1.94	144	38.2%	41.0%	13.2%	4.2%	3.5%
Muir	2.04	151	39.1%	30.5%	21.2%	6.0%	3.3%
Third	2.53	19	21.1%	36.8%	26.3%	-	15.8%
Warren	2.15	7	28.6%	28.6%	42.9%	-	-
Arts	2.00	12	50.0%	16.7%	16.7%	16.7%	-
Biology	2.10	84	38.1%	31.0%	19.0%	7.1%	4.8%
Hum./Letters	2.46	26	26.9%	26.9%	26.9%	11.5%	7.7%
Mathematics	2.07	15	40.0%	26.7%	26.7%	-	6.7%
Phy. Sci.	1.95	73	32.9%	49.3%	12.3%	1.4%	4.1%
Soc. Sci.	1.90	110	41.8%	34.5%	18.2%	2.7%	2.7%

TABLE 19
(Cont.)

HOW WELL DID YOUR UNDERGRADUATE UCSD EXPERIENCE PREPARE YOU IN THE FOLLOWING AREAS?

	Mean	Number in Sample	Scale 1 Excellent	2 Good	3 Satisfactory	4 Poor	5 Not at All
Career preparation							
TOTAL	2.92	319	17.2%	22.6%	24.8%	22.3%	13.2%
Revelle	2.82	142	19.7%	21.1%	25.4%	25.4%	8.5%
Muir	2.94	150	15.3%	26.0%	23.3%	20.0%	15.3%
Third	3.21	19	15.8%	5.3%	42.1%	15.8%	21.1%
Warren	3.29	7	14.3%	28.6%	-	28.6%	28.6%
Arts	2.28	11	27.3%	45.5%	9.1%	9.1%	9.1%
Biology	2.52	85	25.9%	27.1%	22.4%	18.8%	5.9%
Hum./Letters	3.04	26	7.7%	30.8%	23.1%	26.9%	11.5%
Mathematics	3.14	14	21.4%	21.4%	7.1%	21.4%	28.6%
Phy. Sci.	2.70	70	21.4%	25.7%	22.9%	21.4%	8.6%
Soc. Sci.	3.35	111	9.0%	13.5%	31.5%	25.2%	20.7%
Writing							
TOTAL	2.61	321	18.1%	32.1%	27.7%	14.6%	7.5%
Revelle	2.55	145	17.9%	33.8%	28.3%	15.2%	4.8%
Muir	2.60	148	18.9%	31.1%	29.1%	12.8%	8.1%
Third	3.45	20	5.0%	25.0%	15.0%	30.0%	25.0%
Warren	2.00	7	28.6%	42.9%	28.6%	-	-
Arts	2.67	12	8.3%	50.0%	16.7%	16.7%	8.3%
Biology	2.90	83	6.0%	32.5%	34.9%	18.1%	8.4%
Hum./Letters	1.61	26	53.8%	34.6%	7.7%	3.8%	-
Mathematics	2.72	15	20.0%	33.0%	13.3%	20.0%	13.3%
Phy. Sci.	2.89	72	11.1%	26.4%	34.7%	18.1%	9.7%
Soc. Sci.	2.43	111	24.3%	32.4%	25.2%	11.7%	6.3%

"yes" (See Table 20). This response was consistent throughout the various GPA ranges. However responses by college differed greatly. While only 44.8% of the respondents from Muir College felt that a different mix of coursework should have been required, the percentages were significantly greater for Revelle (53.6%) and Third (61.1%). Similarly a "Different mix" was advocated by less than 45% of the students with majors in the Humanities/Letters and Social Science disciplines. However in each of the disciplines of Mathematics, Biology, and Physical Sciences more than 53% recommended different requirements. If the respondents were in favor of a different mix of coursework they were asked to elaborate. Their comments have been accumulated by major and are presented in this form as Appendix B.

"What do you feel are the important values of a college education?" The responses to this question are illustrated below and summarized in Table 21.

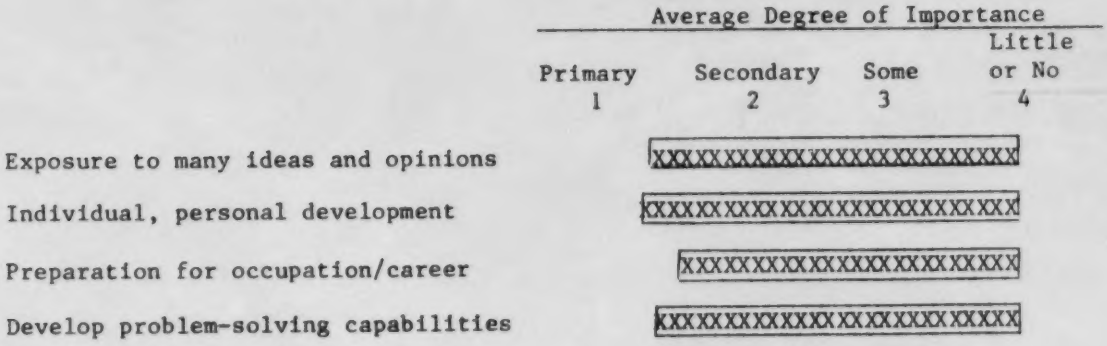


Table 21 also analyzes responses to each of these "Values" by individual college and major discipline. Again, the reader is encouraged to review this table as it enables examination of the differences between the colleges and major areas.

TABLE 20

FROM YOUR VIEWPOINT TODAY, DO YOU FEEL THAT A DIFFERENT MIX OF COURSEWORK SHOULD HAVE BEEN REQUIRED OF YOU (I.E., DO YOU FEEL THERE ARE CERTAIN DISCIPLINARY AREAS WHERE MORE OR LESS EFFORT SHOULD HAVE BEEN REQUIRED?)

	Number in Sample	No	Yes
TOTAL	307	49.8%	50.2%
Male	178	47.2%	52.8%
Female	128	53.1%	46.9%
GPA			
2.0-2.4	8	87.5%	12.5%
2.5-2.8	24	50.0%	50.0%
2.9-3.2	90	47.8%	52.2%
3.3-3.6	109	48.6%	51.4%
3.7-4.0	75	50.7%	49.3%
COLLEGES			
Revelle	140	46.4%	53.6%
Muir	143	55.2%	44.8%
Third	18	38.9%	61.1%
Warren	5	20.0%	80.0%
DISCIPLINE			
Arts	12	50.0%	50.0%
Biology	83	44.6%	55.4%
Humanities/Letters	25	56.0%	44.0%
Mathematics	15	46.7%	53.3%
Physical Science	65	44.6%	55.4%
Social Science	105	55.2%	44.8%

TABLE 21

WHAT DO YOU FEEL ARE THE IMPORTANT VALUES OF A COLLEGE EDUCATION?
INDICATE DEGREE OF IMPORTANCE FOR EACH ITEM.

	Mean	Number in Sample	Scale 1 Primary	2 Secondary	3 Some	4 Little or No
Exposure to many ideas and opinions						
TOTAL	1.39	326	69.6%	21.8%	8.3%	0.3%
Revelle	1.49	145	64.1%	23.4%	11.7%	0.7%
Muir	1.31	153	73.9%	20.9%	5.2%	-
Third	1.30	20	75.0%	20.0%	5.0%	-
Warren	1.43	7	71.4%	14.3%	14.3%	-
Arts	1.50	12	50.0%	50.0%	-	-
Biology	1.52	85	58.8%	30.6%	10.6%	-
Humanities/Letters	1.22	28	85.7%	10.7%	-	3.6%
Mathematics	1.40	15	66.7%	26.7%	6.7%	-
Phy. Science	1.51	71	62.0%	25.4%	12.7%	-
Soc. Science	1.27	113	80.5%	12.4%	7.1%	-
Individual personal development						
TOTAL	1.38	325	69.2%	24.0%	5.8%	0.9%
Revelle	1.41	145	68.3%	23.4%	7.6%	0.7%
Muir	1.38	152	69.1%	25.0%	4.6%	1.3%
Third	1.20	20	80.0%	20.0%	-	-
Warren	1.57	7	57.1%	28.6%	14.3%	-
Arts	1.42	12	58.3%	41.7%	-	-
Biology	1.33	85	72.9%	21.2%	5.9%	-
Humanities/Letters	1.36	28	64.3%	35.7%	-	-
Mathematics	1.40	15	66.7%	26.7%	6.7%	-
Phy. Science	1.56	71	57.7%	31.0%	8.5%	2.8%
Soc. Science	1.32	112	75.9%	17.0%	6.3%	0.9%

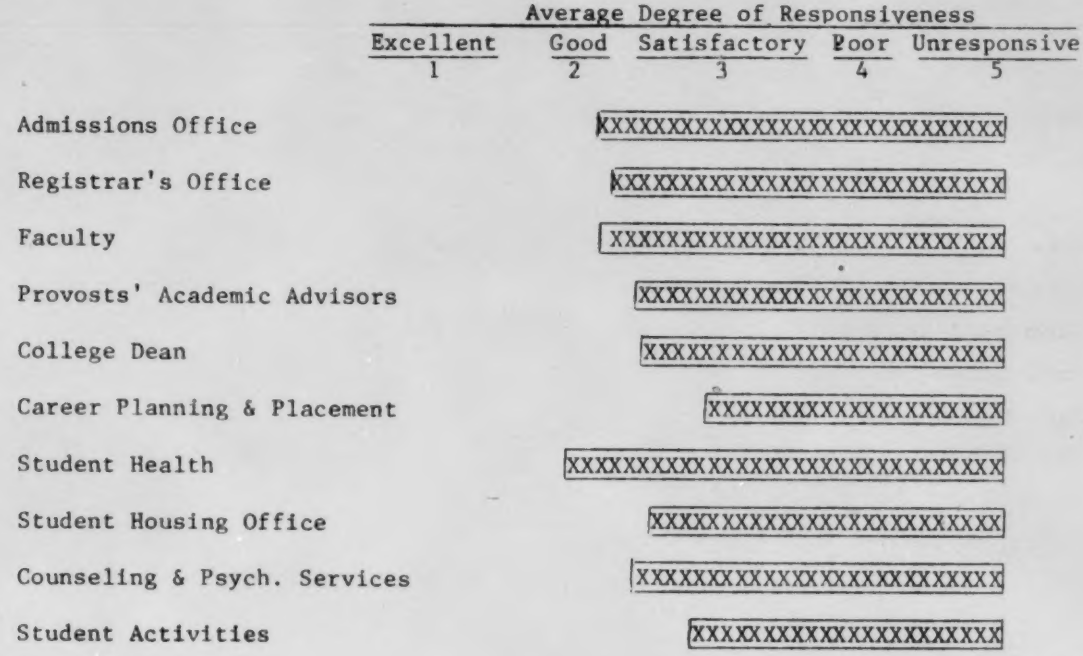
TABLE 21
(Cont.)

WHAT DO YOU FEEL ARE THE IMPORTANT VALUES OF A COLLEGE EDUCATION
INDICATE DEGREE OF IMPORTANCE FOR EACH ITEM.

	Mean	Number in Sample	Scale 1 Primary	2 Secondary	3 Some	4 Little or No
Preparation for occupation/career						
TOTAL	1.59	325	52.6%	36.6%	9.5%	1.2%
Revelle	1.55	145	55.2%	35.9%	8.3%	0.7%
Muir	1.63	152	51.3%	35.5%	11.8%	1.3%
Third	1.65	20	45.0%	50.0%	-	5.0%
Warren	1.57	7	57.1%	28.6%	14.3%	-
Arts	1.83	12	41.7%	33.3%	25.0%	-
Biology	1.44	85	63.5%	30.6%	4.7%	1.2%
Humanities/Letters	1.64	28	42.9%	50.0%	7.1%	-
Mathematics	1.53	15	60.0%	26.7%	13.3%	-
Phy. Science	1.44	71	63.4%	29.6%	7.0%	-
Soc. Science	1.80	112	39.3%	44.6%	13.4%	2.7%
Develop problem-solving capabilities						
TOTAL	1.46	325	64.0%	26.8%	8.0%	1.2%
Revelle	1.44	144	67.4%	22.2%	9.0%	1.4%
Muir	1.47	153	60.8%	32.0%	6.5%	0.7%
Third	1.45	20	70.0%	20.0%	5.0%	5.0%
Warren	1.57	7	57.1%	28.6%	14.3%	-
Arts	1.58	12	50.0%	41.7%	8.3%	-
Biology	1.45	85	63.5%	29.4%	5.9%	1.2%
Humanities/Letters	1.64	28	50.0%	35.7%	14.3%	-
Mathematics	1.27	11	73.3%	26.7%	-	-
Phy. Science	1.48	71	67.6%	19.7%	9.9%	2.8%
Soc. Science	1.45	112	65.2%	25.9%	8.0%	0.9%

Responsiveness of UCSD Officials and Organizations

The survey asked the alumni to rate various officials and organizations at UCSD in terms of responsiveness to their needs as a student (See Table 22):



"Don't know" was a valid response to the above question as many alumni had never made use of some services and were therefore unable to comment on that organization's responsiveness. The above table is a tabulation of those responses other than "Don't know." The number of "Don't know" responses varied from about 1% regarding the faculty to 69% of the responses concerning Counseling & Psychological Services.

TABLE 22

HOW WOULD YOU RATE THE FOLLOWING OFFICIALS AND ORGANIZATIONS AT UCSD IN TERMS OF RESPONSIVENESS TO YOUR NEEDS AS A STUDENT?

	Mean*	Number in Sample	Scale 1 Excellent	2 Good	3 Satisfactory	4 Poor	5 Unresponsive	Don't Know
Admissions Office	2.21	324	19.8%	36.7%	26.5%	3.7%	1.5%	11.7%
Registrars Office	2.36	325	18.5%	35.7%	33.5%	5.5%	2.8%	4.0%
Faculty	2.19	326	25.8%	39.6%	25.8%	5.2%	2.8%	0.9%
Provosts' Academic Advisors	2.44	321	20.6%	23.7%	22.1%	10.6%	4.4%	18.7%
College Dean	2.48	321	11.2%	16.2%	17.1%	3.7%	4.0%	47.7%
Career Planning & Placement	2.93	318	8.2%	13.5%	15.7%	15.4%	5.3%	41.8%
Student Health	1.96	323	36.8%	30.0%	15.8%	5.6%	2.2%	9.6%
Student Housing Office	2.53	314	8.6%	22.3%	27.7%	4.1%	2.5%	34.7%
Counseling & Psychological Services	2.43	315	7.9%	11.1%	5.7%	3.5%	2.9%	68.9%
Student Activities	2.77	321	7.2%	23.1%	29.0%	14.3%	2.8%	23.7%

*Mean (of first five)

The alumni rated the Student Health services at the top of the list, slightly better than "Good," while Career Planning & Placement was rated to be the least responsive at slightly better than "Satisfactory."

TABLE 22 (Cont.)

HOW WOULD YOU RATE THE FOLLOWING OFFICIALS AND ORGANIZATIONS AT UCSD IN TERMS OF RESPONSIVENESS TO YOUR NEEDS AS A STUDENT?

	Mean	Number in Sample	Scale 1 Excellent	2 Good	3 Satisfactory	4 Poor	5 Unresponsive	Don't Know
Provosts' Academic Advisors								
Revelle	2.36	147	21.8%	28.6%	23.1%	10.9%	2.7%	12.9%
Muir	2.59	146	15.8%	20.5%	21.2%	11.0%	5.5%	26.0%
Third	2.24	20	30.0%	20.0%	25.0%	5.0%	5.0%	15.0%
Warren	1.72	7	71.4%	-	14.3%	14.3%	-	-
College Dean								
Revelle	2.51	146	9.6%	15.1%	19.9%	2.7%	3.4%	49.3%
Muir	2.46	149	11.4%	16.8%	15.4%	4.0%	4.0%	48.3%
Third	2.37	18	16.7%	22.2%	11.1%	5.6%	5.6%	38.9%
Warren	2.20	7	28.6%	14.3%	14.3%	14.3%	-	28.6%

The alumni rated the Student Health services at the top of the list, slightly better than "Good," while Career Planning & Placement was rated to be the least responsive at slightly better than "Satisfactory." From Table 22 it can be seen that the Revelle Provosts' Academic Advisors were rated more responsive than those from Muir. The Provosts' Academic Advisors from Third and Warren were considered most responsive.

Respondents were asked, "For those officials and organizations above that you rated less than satisfactory, what could be done to make them more responsive?" Appendix C is a complete listing of these suggestions.

Would you choose UCSD again?

"Looking back and knowing what you know now, would you have chosen another school over UCSD, assuming you were able to go?" Almost three of every ten respondents said they would choose another school (See Table 23). Freshmen were evidently more satisfied with UCSD than were transfer students, as only 25% of the freshmen would not return to UCSD versus 36% of the transfers. Not surprisingly GPA had a rather marked effect upon this question. Those with GPAs in the highest range (3.7-4.0) were most likely to rechoose UCSD. This proportion declined steadily with a drop in GPA. About 72% of the students from Revelle would return versus 68% from Muir. Although the absolute number of respondents from Third (20) and Warren (7) was relatively small, both Colleges showed high return rates (75.0% and 85.7%).

Almost 94% of those who rated the College effect as "Extremely beneficial" would again choose UCSD. Only 63% of those who thought the college effect had "Little or no effect" would return. More than 56% of those who viewed the effect as detrimental would choose another school. Not surprisingly, those who felt that UCSD met their academic expectations "Excellently" would return in larger proportions than those whose academic expectations were not so well satisfied. However, even those whose academic expectations were met "Satisfactorily" would return at only 44% -- 56% would choose another school.

TABLE 23

LOOKING BACK AND KNOWING WHAT YOU KNOW NOW, WOULD YOU HAVE CHOSEN ANOTHER SCHOOL OVER UCSD, ASSUMING YOU WERE ABLE TO GO? (IF YES, WHICH ONE?)

	Number in Sample	No	Yes
TOTAL	320	70.6%	29.4%
Male	184	70.1%	29.9%
Female	135	71.1%	28.9%
Freshman	192	75.0%	25.0%
Transfer	128	64.1%	35.9%
GPA			
2.0-2.4	8	50.0%	50.0%
2.5-2.8	26	57.7%	42.3%
2.9-3.2	93	66.7%	33.3%
3.3-3.6	115	72.2%	27.8%
3.7-4.0	77	79.2%	20.8%
Caucasian	283	71.0%	29.0%
Minority	31	67.7%	32.3%
COLLEGE			
Revelle	142	71.8%	28.2%
Muir	150	68.0%	32.0%
Third	20	75.0%	25.0%
Warren	7	85.7%	14.3%
College Effect			
Extremely beneficial	33	93.9%	6.1%
Beneficial	129	77.5%	22.5%
Little or no effect	138	63.0%	37.0%
Detrimental	16	43.8%	56.3%

TABLE 23 (Cont.)

LOOKING BACK AND KNOWING WHAT YOU KNOW NOW, WOULD YOU HAVE CHOSEN ANOTHER SCHOOL OVER UCSD, ASSUMING YOU WERE ABLE TO GO? (IF YES, WHICH ONE?)

	Number in Sample	No	Yes
How well did UCSD meet your nonacademic expectations?			
Excellent	49	85.7%	14.3%
Good	67	83.6%	16.4%
Satisfactory	83	75.9%	24.1%
Not very well	73	47.9%	52.1%
Did not know what to expect	46	65.2%	34.8%
How well did UCSD meet your academic expectations?			
Excellent	151	83.4%	16.6%
Good	107	66.4%	33.6%
Satisfactory	32	43.8%	56.3%
Not very well	16	37.5%	62.5%
Did not know what to expect	14	64.3%	35.7%
Did you choose your major with a possible career in mind?			
Yes	193	77.7%	22.3%
No	55	56.4%	43.6%
Somewhat	71	63.4%	36.6%
DISCIPLINE			
Arts	12	83.3%	16.7%
Biology	81	67.9%	32.1%
Humanities/Letters	27	59.3%	40.7%
Mathematics	15	73.3%	26.7%
Physical Science	70	80.0%	20.0%
Social Science	113	68.1%	31.9%

Unmet non-academic expectations also had a severely detrimental effect. More than half of the 73 alumni who responded that their non-academic expectations were met "Not very well," would choose another school. Another somewhat serious correlation stems from the question, "Did you choose your major with a possible career in mind?" Only 22.3% of those answering positively would choose to enter a school other than UCSD. Almost twice that proportion (43.6%) of those responding negatively would today go to school elsewhere. As a carry-over from the career aspect, those students with majors in the least career-oriented discipline -- Humanities/Letters -- were the most likely to reply that they would not reenter UCSD (40.7%). The same attitude was held by only 16.7% and 20.0% of the students with majors in the Arts and Physical Science disciplines, respectively. Almost one-third of the Biology majors would choose another school rather than UCSD.

Table 24 lists the schools that the alumni would have chosen over UCSD. More than half are other University of California campuses with Berkeley being mentioned most often.

TABLE 24

TABULATION OF SCHOOLS THAT WOULD BE CHOSEN OVER UCSD

	Number
Berkeley	15
Davis	3
UCLA	7
Irvine	2
Santa Cruz	5
Santa Barbara	5
Berkeley or UCLA	3
Berkeley, Harvard	2
Berkeley, Stanford	1
Berkeley, Davis, SB, SC	1
Davis, UCLA, University of Wisconsin	1
UCLA or USC	1
UCSB or UCLA	1
UC further from home	1
Larger UC	1
Subtotal UC	49
San Diego State	5
Dartmouth, Princeton, Penn State	1
Ohio State	1
USD for extracurricular, Washington University for Bioengineering	1
USC	1
Eastern school (Tulane, etc.) closer to home	1
Harvard or Stanford	1
University of Chicago	1
University of the Pacific	1
Pomona (maybe)	1
Harvard	3
Point Loma College	1
Small college with old testament studies available	1
Brooks Institute of Photography	1
Arizona or Washington	1
Caltech	1
Stanford or an Ivy League in the East	1
Stanford	1
Harvey Mudd	1
Less pressured one	1
Small private college	1
Junior college for two years	1
Any one - any other	2
Not sure, unknown	5
Left blank	10
Subtotal Non-UC	45
TOTAL	94

IV GRADUATE, PROFESSIONAL, AND OTHER EDUCATION

Graduate/Professional Schools

At the time the questionnaires were completed, 9 alumni had received Master's Degrees and 4 had received teaching credentials. An additional 154 persons were attending graduate or professional school. Tables 25A and 25B summarize this information by individual college and university. Therefore, of the 325 persons responding to this question, 51.4% had either received a post-baccalaureate degree or credential, or were presently attending graduate/professional school. In this category were 55.6% of the males and 45.6% of the females.

Who goes to a graduate/professional school?

Table 26 indicates that a higher proportion of alumni entering UCSD as freshmen (53.1%) went to graduate school than did transfer students (48.8%). While a slightly greater proportion of Revelle students began post-baccalaureate study than their Muir counterparts, this can be partially explained by the greater number of transfer students enrolling in Muir. Over 65% of the UCSD Biology majors continued their formal education versus only 33% of the Humanities/Letters majors. Not unexpectedly, GPA was also a factor in graduate school attendence. Those earning the highest GPAs (3.7-4.0) were most apt to attend (63.6%).

Graduate/Professional Programs

The most popular graduate/professional program was medicine where 22 students were enrolled (See Tables 27A and 27B). Another 17 were enrolled in "Other professional" fields medically related (i.e., optometry, veterinary medicine, dentistry, pharmacy, etc.). Law was the second most popular field followed by business administration.

An additional 20 alumni had begun graduate or professional study but neither received a degree nor were they presently attending. For reasons, 2 persons cited a lack of financial support while 8 specified a lack of commitment to the program. Five others were temporarily interrupting

their education but planned to return. The other 5 offered various reasons.

Other Continuing Education

Better than 45% of those not attending graduate or professional schools are presently continuing or expanding their education at other institutions (i.e., trade schools, University Extension, community colleges, etc.). Their topics of study vary from accounting courses to fashion modeling. Three persons had completed the University of San Diego's paralegal program and had received certification. Certification had also been issued to one person in Real Estate.

Minorities and Females

The proportion of minorities (non-whites) going on to graduate or professional school is identical to that for whites. As there are only 16 minorities in this group, the reader is cautioned as to the significance of this analysis. Four of the 16 are working on Ph.D.s versus about 19% of the whites.

As previously mentioned, a smaller proportion of the females than males in the sample have gone to graduate or professional school. Only about 12% of these females are working towards a Ph.D. versus 23% of the males. Almost 9% of these females have either obtained a teaching credential or will shortly, versus less than 4% of the males.

TABLE 25A

DEGREES AND CREDENTIALS RECEIVED

	Masters	Teaching Credential	Total
UC Davis	-	1	1
UC Los Angeles	-	1	1
UC Santa Barbara	1	-	1
UC Subtotal	1	2	3
Stanford	1	-	1
San Diego State	1	1	2
Columbia University	1	-	1
University of Southern California	1	-	1
Point Loma College	-	1	1
American Graduate School of International Management	1	-	1
University of Arizona	1	-	1
Huntington Memorial Hospital School of Medical Technology	1	-	1
Rutgers University	1	-	1
Subtotal	8	2	10
TOTAL	9	4	13

TABLE 25B

GRADUATE & PROFESSIONAL SCHOOLS PRESENTLY BEING ATTENDED BY DEGREE TYPE

	Masters	Ph.D.	Medicine	Law	Other Professional	Teaching Credential	Total
UC Berkeley	3	4	-	3	-	-	10
UC Davis	2	1	1	1	-	1	6
UC Irvine	-	1	2	-	-	-	3
UC Los Angeles	10	-	2	1	-	-	13
UC San Diego	6	4	2	-	-	-	12
UC San Francisco	-	2	1	-	5	-	8
UC Santa Barbara	1	-	-	-	-	-	1
Hastings	-	-	-	3	-	-	3
UC Subtotal	22	12	8	8	5	1	56
CSUC Fullerton	1	-	-	-	-	-	1
CSUC Hayward	1	-	-	-	-	-	1
CSUC Polytechnic	1	-	-	-	-	-	1
CSUC San Diego	11	-	-	-	-	3	14
CSUC San Jose	2	-	-	-	-	-	2
CSUC Subtotal	16	-	-	-	-	3	19
Albert Einstein School of Medicine	-	-	1	-	-	-	1
Boston College	-	-	-	1	-	-	1
Brandeis University	1	-	-	-	-	-	1
California School of Optometry	-	-	-	-	1	-	1
Catholic University	-	-	-	1	-	-	1
California Western School of Law	-	-	-	2	-	-	2
Chicago (University of)	-	-	1	-	-	-	1
Claremont	1	-	-	-	-	-	1
Cornell University	1	1	-	-	-	-	2
Duke University	-	1	-	-	-	-	1
Florida State University	1	-	-	-	-	-	1
Fuller Theological Seminary	1	-	-	-	-	-	1

(Cont 65

TABLE 25b (Cont.)

GRADUATE & PROFESSIONAL SCHOOLS PRESENTLY BEING ATTENDED BY DEGREE TYPE

	Masters	Ph.D.	Medicine	Law	Other Professional	Teaching Credential	Total
Graduate School of Public Policy	1	-	-	-	-	-	1
Hawaii (Univ. of)	-	1	-	-	-	-	1
Harvard School of Public Health	-	1	-	-	-	-	1
Howard University Dental School	-	-	-	-	1	-	1
Illinois (Univ. of)	-	1	-	-	-	-	1
Kentucky (Univ. of)	1	-	-	-	-	-	1
Loyola Law School	-	-	-	2	-	-	2
Maryland (Univ. of)	1	-	-	-	-	-	1
Massachusetts (Univ. of)	1	-	-	-	-	-	1
Minnesota (Univ. of)	-	-	1	-	-	-	1
Montana State University	1	-	-	-	-	-	1
Oregon (Univ. of)	-	1	-	-	-	-	1
Pepperdine University	1	-	-	-	-	-	1
Pennsylvania (Univ. of)	-	1	-	-	-	-	1
Rochester (Univ. of)	-	1	1	-	-	-	2
Santa Clara (Univ. of)	-	-	-	2	-	-	2
San Diego (Univ. of)	1	-	-	1	-	-	2
School of Veterinary Medicine	-	-	-	-	1	-	1
Southern California (Univ. of)	4	-	7	1	5	-	17
Southern Methodist University	2	-	-	-	-	-	2
Stanford University	1	2	1	-	-	-	4
Texas A&M University	-	1	-	-	-	-	1
University of the Pacific	-	-	-	2	2	-	4
Vanderbilt University	-	-	1	-	-	-	1
Washington (Univ. of)	-	4	1	-	2	-	5
Washington University	-	-	-	-	-	-	2
West Coast University	1	-	-	-	-	-	1
Western State University	-	-	-	1	-	-	1
Wisconsin (Univ. of)	-	1	-	-	-	-	1
Yale University	-	1	-	-	-	-	1
Other Subtotal	20	17	14	13	12	-	76
Grand Total	58	29	22	21	17	4	154*

*includes 3 unknown

TABLE 26

ARE YOU PRESENTLY (YOU MAY CHOOSE MORE THAN ONE):

(325 persons responded)	Number
Employed full-time	140
Employed part-time	62
Awaiting acceptance to graduate or professional school	29
Attending graduate or professional school	154
Self-employed	14
Seeking employment	23
Homemaker	11
Other (specify)	8

	Number	Percent of Total Responding: Employed Full-time *	Attending or Completed Graduate/Professional School
TOTAL	325	43.1%	51.4%
Male	189	42.3%	55.6%
Female	136	44.1%	45.6%
Freshman	196	44.4%	53.1%
Transfer	129	41.1%	48.8%
COLLEGE			
Revelle	146	44.5%	52.7%
Muir	152	41.4%	50.0%
Third	19	42.1%	52.6%
Warren	7	57.1%	42.9%
GPA			
2.0-2.4	7	71.4%	42.9%
2.5-2.8	27	63.0%	33.3%
2.9-3.2	98	46.9%	48.0%
3.3-3.6	115	44.3%	50.4%
3.7-4.0	77	27.3%	63.6%
DISCIPLINE			
Arts	12	33.3%	50.0%
Biology	84	29.8%	65.5%
Humanities/Letters	27	40.7%	33.3%
Mathematics	15	60.0%	46.7%
Physical Sciences	72	51.4%	48.6%
Social Sciences	113	47.8%	46.9%

*Note: these two categories are not especially mutually exclusive

TABLE 27A

COMPLETED DEGREES AND CREDENTIALS BY
UNDERGRADUATE UCSD DISCIPLINES

		Undergraduate (major) discipline area					
	Total	Arts	Biology	Human./ Letters	Mathe-matics	Physical Sciences	Social Sciences
Education Credential	4*	-	-	-	1	-	2
Biology	2	-	2	-	-	-	-
Education	1	-	1	-	-	-	-
Genetic Counseling	1	-	1	-	-	-	-
Industrial Engineering	1	-	-	-	-	1	-
Library Science	1	-	-	-	-	-	1
Management	1	-	-	-	-	-	1
Medical Technology	1	-	1	-	-	-	-
Public Administration	1	-	-	-	-	-	1

* One student's undergraduate major is unknown.

TABLE 27B

CURRENT GRADUATE OR PROFESSIONAL SCHOOL MAJORS
BY UNDERGRADUATE UCSD DISCIPLINES

		Undergraduate (major) discipline area					
	Total	Arts	Biology	Human./ Letters	Mathe-matics	Physical Sciences	Social Sciences
Graduate Major	154						
Medicine	22	-	14	-	-	7	1
Law	20	-	2	3	-	-	15
Business Administration	10	1	-	-	-	-	9
Clinical Pharmacy	8	-	5	-	-	3	-
Dentistry	8	-	6	-	-	1	1
Chemistry	8	-	1	-	-	7	-
Education	6	-	1	2	1	-	2
Physiology & Pharmacology	5	-	5	-	-	-	-
Computer Science	3	-	-	-	1	1	1
Economics	3	-	-	-	1	-	2
Engineering Science	3	-	-	-	-	3	-
Finance	3	-	-	-	-	2	1
Genetics	3	-	3	-	-	-	-
Mathematics	3	-	-	-	3	-	-
Sociology	3	-	1	-	-	-	2
Applied Mechanics	2	-	-	-	-	2	-
Biology	2	-	2	-	-	-	-
English/American Lit.	2	-	-	2	-	-	-
History	2	-	-	-	-	-	2
Marine Biology	2	-	2	-	-	-	-
Theatre	2	2	-	-	-	-	-
Theatre Design	2	2	-	-	-	-	-
Acoustics	1	-	-	-	-	1	-
Agronomy	1	-	-	-	-	1	-
Anatomy	1	-	1	-	-	-	-
Applied Physics	1	-	-	-	-	1	-
Art History	1	-	-	-	-	-	1
Biochemistry	1	-	-	-	-	1	-
Bioengineering	1	-	-	-	-	1	-
Biophysics	1	-	1	-	-	-	-
Child Development	1	-	-	-	-	-	1
Cinema	1	-	-	-	-	-	1
Criminology	1	-	-	-	-	-	1
Cybernetic Systems	1	-	1	-	-	-	-
Epidermiology	1	-	1	-	-	-	-
Industrial Engineering	1	-	-	1	-	-	-
Library Science	1	-	-	-	-	-	1
Marine Ecology	1	-	1	-	-	-	-
Marketing	1	-	-	-	-	-	1

(Cont.)

TABLE 27B (Cont.)

CURRENT GRADUATE OR PROFESSIONAL SCHOOL MAJORS
BY UNDERGRADUATE UCSD DISCIPLINES

		Undergraduate (major) discipline area					
	Total	Arts	Biology	Letters	Mathe-matics	Physical Sciences	Social Sciences
Music	1	1	-	-	-	-	-
Neurosciences	1	-	-	-	-	-	1
Nuclear Study	1	-	-	-	-	1	-
Optometry	1	-	1	-	-	-	-
Physics	1	-	-	-	-	1	-
Political Science	1	-	-	-	-	-	1
Speech Pathology	1	-	-	1	-	-	-
Systems Science	1	-	-	-	-	1	-
Theology	1	-	-	-	-	1	-
Urban & Rural Studies	1	-	-	-	-	-	1
Veterinary Medicine	1	-	1	-	-	-	-
Zoology	1	-	1	-	-	-	-
Undetermined	3	-	-	-	-	-	3

V CAREERS AND EMPLOYMENT

Employment

As Table 26 indicates, 140 persons or 43.1% of the respondents indicated they were presently employed full-time. Of these, 15 were attending graduate or professional school in addition to 13 who were awaiting acceptance to such schools. Of the 62 persons who were employed part-time, 35 were attending graduate or professional school in addition to 7 who were awaiting acceptance. Fourteen persons noted that they were self-employed. Of these, 4 indicated full-time employment and 4 indicated part-time employment. The remaining 6 did not reveal either. Seven percent or 23 persons disclosed that they were seeking employment. Five of these persons were presently employed full time and 11 part time.

As the alumni with the highest UCSD GPAs were the most likely to be in graduate school, they were least likely to be employed full-time. With a decrease in GPAs there is an increase in the likelihood of full-time employment.

Finding Full-time Employment

Table 28 summarizes the responses to the question, "How long after graduation from UCSD did it take you to find your first full-time job?" Of the 179 persons who responded, one in four "Had the job before graduation." An additional 26% took "2 months or less." It took 30% of these alumni from "3-6 months" to find their initial full-time employment. Twice the percentage of males than females had the job prior to graduation. Students with majors in the Arts, Biology, and Physical Sciences were most likely to have obtained their positions relatively early. Social Science majors took the longest to secure full-time employment.

TABLE 28

HOW LONG AFTER GRADUATION FROM UCSD DID IT TAKE YOU TO FIND YOUR FIRST FULL-TIME JOB? (IF NOT APPLICABLE, PLEASE SKIP.)

			Scale				
			1	2	3	4	5
	Mean	Total	I had the job before graduation	2 months or less	3-6 months	7 months to 1 year	Over 1 year
TOTAL	2.52	179	24.6%	26.3%	30.2%	11.2%	7.8%
Male	2.33	102	30.4%	25.5%	29.4%	9.8%	4.9%
Female	2.78	76	15.8%	27.6%	31.6%	13.2%	11.8%
COLLEGE							
Revelle	2.48	83	21.7%	31.3%	31.3%	8.4%	7.2%
Muir	2.55	80	26.3%	22.5%	30.0%	12.5%	8.8%
Third	2.25	12	41.7%	16.7%	16.7%	25.0%	-
Warren	3.25	4	-	25.0%	50.0%	-	25.0%
DISCIPLINE							
Arts	2.00	5	40.0%	20.0%	40.0%	-	-
Biology	2.33	39	28.2%	30.8%	25.6%	10.3%	5.1%
Hum./Lett.	2.55	18	22.2%	22.2%	33.3%	22.2%	-
Mathematics	2.55	9	22.2%	44.4%	11.1%	-	22.2%
Phy. Sci.	2.32	41	29.3%	22.0%	39.0%	7.3%	2.4%
Soc. Sci.	2.73	66	19.7%	25.8%	28.8%	13.6%	12.1%

Less than 3% of those employed full-time obtained their employment through the UCSD Career Planning & Placement Office (See Table 29). Almost 62% stated they obtained their position through their "Own initiative." Another 22% acquired their employment through a "Friend or relative." The remaining 13% credited either the "UCSD Personnel Office," or "Employment agency," the "Faculty," or "Other or combination of the above" choices.

Career Potential & Preparation

The alumni were asked how they regarded their first full-time job (See Table 30). "Employment with definite career potential" was specified by 29%, "Possible career potential" by 31%. The remaining 40% viewed their employment as "Temporary." Females were more likely than males to view their jobs as having "Career potential" (63.2% vs. 57.6%). Alumni with majors in Mathematics were most likely to view their positions as having "Career potential" (88.9%), while only 31.6% of those in the Humanities/ Letters regarded their first full-time job in this manner.

The questionnaire asked, "How would you rate your UCSD education in preparation for your current career?" Of those employed full-time, 19.9% answered "Excellent" and 40.4% responded "Good." "Satisfactorily" prepared were 21.3% while 18.4% rated their preparation as "Poor" (See Table 31). While almost 80% of the full-time employees with undergraduate majors in Biology rated their preparation as either "Good" or "Excellent," only about 45% of those in Humanities/Letters or Mathematics disciplines did so.

In response to the question, "Is your full-time employment related to your undergraduate academic major(s)?", 40.3% responded "Directly" (See Table 32). "No" was the response of 37.4%, with the remaining 22.3% replying "Somewhat." Physical Sciences majors were very likely to secure employment "Directly" related to their major (67.6%). Alumni with majors in Mathematics and the Social Sciences were least likely to be employed in a position "Directly" related to their major -- only slightly more than 22%. The principal reason for those without related jobs was that "I looked but could not find a job related to my major" (See Table 33).

TABLE 29

THROUGH WHAT MEANS DID YOU OBTAIN YOUR PRESENT EMPLOYMENT?

LEGEND:
A) UCSD Career Planning & Placement
B) UCSD Personnel Office
C) Employment agency
D) Friend or relative
E) Faculty
F) Own initiative
G) Other or combination of above

	Number in Sample	A	B	C	D	E	F	G
TOTAL (employed full-time)	136	2.9%	5.1%	0.7%	22.1%	2.2%	61.8%	5.1%
Arts	4	-	-	-	50.0%	25.0%	25.0%	-
Biology	24	4.2%	8.3%	-	4.2%	4.2%	75.0%	4.2%
Human./Letters	11	-	9.1%	-	18.2%	-	72.7%	-
Mathematics	9	11.1%	-	11.1%	11.1%	-	66.7%	-
Physical Sciences	36	5.6%	8.3%	-	33.3%	-	50.0%	2.8%
Social Sciences	52	-	1.9%	-	23.1%	1.9%	63.5%	9.6%
TOTAL (employed part-time)	52	-	-	-	26.9%	9.6%	48.1%	15.4%

TABLE 30

WHICH STATEMENT BEST DESCRIBES HOW YOU REGARDED YOUR FIRST FULL-TIME JOB? (IF NOT APPLICABLE, PLEASE SKIP.)

(186 persons responded)

LEGEND:		
A)	Employment with definite career potential	29.0%
B)	Employment with possible career potential	30.6%
C)	Employment to earn money while I decided what kind of work I wanted	13.4%
D)	Temporary employment to earn money to do something else (travel, school, etc.)	14.5%
E)	Temporary employment until something better could be found	12.4%
		100%

	Number in Sample	A	B	C	D	E
Male	106	27.4%	30.2%	14.2%	14.2%	14.2%
Female	79	31.6%	31.6%	12.7%	15.2%	8.9%
Revelle	84	26.2%	32.1%	11.9%	19.0%	10.7%
Muir	85	32.9%	28.2%	14.1%	12.9%	11.8%
Third	12	16.7%	50.0%	25.0%	-	8.3%
Warren	5	40.0%	-	-	-	60.0%
Arts	6	50.0%	16.7%	-	33.3%	-
Biology	41	14.6%	34.1%	12.2%	29.3%	9.8%
Human./Letters	19	21.1%	10.5%	21.1%	26.3%	21.1%
Mathematics	9	22.2%	66.7%	11.1%	-	-
Physical Sciences	43	51.2%	20.9%	2.3%	11.6%	14.0%
Social Sciences	67	25.4%	37.3%	20.9%	4.5%	11.9%

TABLE 31

HOW WOULD YOU RATE YOUR UCSD EDUCATION IN PREPARATION FOR YOUR CURRENT CAREER?

	Mean	Number in Sample	Scale 1 Excellent	2 Good	3 Satisfactory	4 Poor
TOTAL	2.21	298	27.2%	38.6%	19.8%	14.4%
Employed Full-time:						
TOTAL	2.38	136	19.9%	40.4%	21.3%	18.4%
Arts	2.00	4	25.0%	50.0%	25.0%	-
Biology	2.17	24	20.8%	58.3%	4.2%	16.7%
Hum./Letters	2.73	11	9.1%	36.4%	27.3%	27.3%
Mathematics	2.55	9	11.1%	33.3%	44.4%	11.1%
Phy. Sci.	2.20	36	22.2%	41.7%	30.6%	5.6%
Soc. Sci.	2.54	52	21.2%	32.7%	17.3%	28.8%
Attending graduate or professional school:						
TOTAL	1.78	134	41.0%	42.5%	13.4%	3.0%
Arts	1.80	5	60.0%	20.0%	-	20.0%
Biology	1.66	47	48.9%	38.3%	10.6%	2.1%
Hum./Letters	1.88	8	37.5%	50.0%	-	12.5%
Mathematics	1.80	5	40.0%	40.0%	20.0%	-
Phy. Sci.	1.68	31	48.4%	35.5%	16.1%	-
Soc. Sci.	2.03	37	21.6%	56.8%	18.9%	2.7%

Note: the categories of "employed full-time" and "attending graduate or professional school" are not mutually exclusive.

TABLE 32

IS YOUR FULL-TIME EMPLOYMENT RELATED TO YOUR UNDERGRADUATE ACADEMIC MAJOR(S)?

	Mean	Number in Sample	Scale 1 Directly	2 Somewhat	3 No
TOTAL (employed full-time)	1.97	139	40.3%	22.3%	37.4%
Arts	1.50	4	75.0%	-	25.0%
Biology	1.96	25	40.0%	24.0%	36.0%
Humanities/Letters	2.18	11	36.4%	9.1%	54.5%
Mathematics	2.11	9	22.2%	44.4%	33.3%
Physical Sciences	1.46	37	67.6%	18.9%	13.5%
Social Sciences	2.30	53	22.6%	24.5%	52.8%

TABLE 33

IF YOUR INITIAL EMPLOYMENT WAS (IS) NOT RELATED TO YOUR MAJOR, WHAT IS THE PRINCIPAL REASON?

(130 persons responded)

A)	Not applicable to me (my job was (is) somewhat directly related to my major)	30.0%
B)	I did not look for a job related to my major	22.3%
C)	I looked for but could not find a job related to my major	31.5%
D)	The location of the job was more important than the relationship to my major	2.3%
E)	Took first offer I received	3.8%
F)	Other	10.0%
		100%

A large portion simply "Did not look for a job related to my major." In responding to the question, "If your full-time employment related to your academic minor(s)?", 60.8% of the 74 responses were "No" (See Table 34). Only 12.2% indicated that their minor(s) was "Directly" related. Students with minors in the Social Sciences discipline were most apt to have their minor(s) "Directly" or "Somewhat" related to their full-time employment.

Where are alumni employed?

Appendix D is a listing by majors within disciplines of individual's full-time employment (i.e., employer and position), their current salary range, and the length of time they have been employed.

What are their salaries?

Table 35 reviews starting and present monthly salaries of those with full-time employment. Slightly more than half of these alumni began their jobs at monthly salaries of $800 or less. Twenty-two percent started at more than $1,000. Those with majors in the Physical Sciences were by far the highest paid with an average starting salary of about $940. Mathematics and Social Sciences majors began at about $820 per month, Biology majors at $785, and Humanities/Letters majors at $760. Overall starting salaries averaged about $835.

Present monthly salaries average about $955. Only one-third are earning less than $800, while 38% earn more than $1,000 per month. Again Physical Sciences majors are earning the most -- close to $1,125. Their average salary increase was also the highest at $185 per month. Mathematics majors presently earn about $960, Social Science majors about $925, Biology majors $870, and Humanities/Letters majors $840.

Full-time Employemnt of Minorities and Females

Thirteen of the alumni employed full-time can be identified as ethnic minorities (non-white). As this number is quite small, the reader is cautioned in the acceptance of data analysis.

TABLE 34

IS YOUR FULL-TIME EMPLOYMENT RELATED TO YOUR ACADEMIC MINOR(S). (IF YOU DID NOT HAVE AN ACADEMIC MINOR, PLEASE SKIP TO NEXT QUESTION.)

	Number in Sample	Scale 1 Directly	2 Somewhat	3 No
TOTAL (employed full-time)	74	12.2%	27.0%	60.8%
Minor Disciplines:				
Arts	4	-	-	100.0%
Biology	3	-	33.3%	66.7%
Humanities/Letters	14	7.1%	28.6%	64.3%
Mathematics	6	16.7%	-	83.3%
Physical Sciences	5	-	40.0%	60.0%
Social Sciences	30	20.0%	33.3%	46.7%

TABLE 35

IN YOUR PRESENT POSITION:

A) WHAT WAS YOUR MONTHLY STARTING SALARY?

	Average Salary*	Number in Sample	Scale 1 Under $600	2 $600-$800	3 $801-$1000	4 $1001-$1200	5 $1201-$1500	6 $1501-$1800	7 Over $1800
Employed full-time	$835	138	14.5%	37.7%	25.4%	16.7%	5.1%	0.7%	-
Arts	$625	4	50.0%	50.0%	-	-	-	-	-
Biology	$785	24	12.5%	54.2%	20.8%	8.3%	4.2%	-	-
Humanities/Letters	$760	11	36.4%	36.4%	9.1%	9.1%	9.1%	-	-
Mathematics	$820	9	11.1%	44.4%	33.3%	-	11.1%	-	-
Physical Sciences	$940	37	8.1%	16.2%	43.2%	21.6%	8.1%	2.7%	-
Social Sciences	$820	53	13.2%	43.4%	18.9%	22.6%	1.9%	-	-

B) WHAT IS YOUR PRESENT MONTHLY SALARY?

	Average Salary*	Number in Sample	Scale 1 Under $600	2 $600-$800	3 $800-$100	4 $1001-$1200	5 $1201-$1500	6 $1501-$1800	7 Over $1800
Employed full-time	$955	136	11.0%	22.1%	28.7%	18.4%	16.2%	2.9%	0.7%
Arts	$675	4	50.0%	25.0%	25.0%	-	-	-	-
Biology	$870	23	8.7%	39.1%	30.4%	13.0%	4.4%	4.4%	-
Humanities/Letters	$840	11	18.2%	27.3%	36.4%	9.1%	9.1%	-	-
Mathematics	$960	9	11.1%	11.1%	44.4%	11.1%	22.2%	-	-
Physical Sciences	$1125	36	5.6%	5.6%	27.8%	22.2%	30.6%	5.6%	2.8%
Social Sciences	$925	53	11.3%	26.4%	24.5%	22.6%	13.2%	1.9%	-

* Average salaries have been calculated using the midpoint of each range where available, $550 for the lowest range and $1900 for the highest range. They have been rounded to the nearest $5 increment.

A similar proportion of the total sample of whites and minorities are employed. In their present employment, staring salaries for whites were about $35 per month more than that for minorities ($845 vs. $810). The gap in current salaries has widened to a $75 differential ($960 vs. $885). Approximately $10 of this difference can be explained by the chosen major disciplines of these two groups. In other words, as the whites have a higher proportion of Physical Sciences majors, this helps to create the salary differential. About 54% of the minorities regarded their first full-time jobs as having "Definite" or "Possible" career potential versus 69% of the whites.

While 71% of the females regarded their first full-time job as having career potential, only 65% of the males voices that opinion. This is especially interesting when it is considered that the starting salary differential between the sexes in their current jobs was $100 ($880 for males versus $780 for females). This difference in salaries has risen to a current figure of $180 per month ($1,035 versus $855). However, $35 of this differential can be explained by the sex distribution within major disciplines. The proportion of males in the Physical Sciences discipline is almost twice that of females.

APPENDIX A

IN THOSE AREAS ABOVE IN WHICH YOU FEEL LESS THAN SATISFACTORILY PREPARED, DO YOU THINK YOUR UCSD EXPERIENCE COULD HAVE PREPARED YOU BETTER? IF SO, HOW?

LEGEND:

1) Broad general education
2) Research skills
3) Technical skills
4) Problem solving ability
5) Communication skills
6) Ability to interact with others
7) Ability to cope with change
8) Ability to cope with pressure
9) Career preparation
10) Writing

Comments below use the above legend to indicate areas in the left-hand margin. Student majors are underlined. Minors are indicated following the major.

1	Perhaps if I had come in as a freshman I would be better prepared. I don't think minors in Fourth College should be allowed to be so related. Perhaps your major should be from one group and a minor from each of the other groups. Biology, Psychology, Biochemistry
1	Lower division, student option requirement classes, i.e., not a six quarter Humanities but a six quarter diversified Fine Arts. Chemistry, Political Science
1,3,10	UCSD offered a narrow, specialized major in my field - excellent but not for those who want a broad education. Psychology, Sociology
1,2,3,4,5	I think I needed the total structure and preparation of Revelle, not Muir. Biology
1,5,6, 7,10	There are too few facilities with which to develop skills, i.e., labs with equipment. The classroom goals set by Ph.D.s were never my goals. AP&IS
1,5,6, 9,10	Courses were sometimes too technical. I am in Dental School now and much of the material was research oriented which I don't need. Biology
1,5,6, 7,8,10	Complete domination of the Humanities by the Sciences is the plan of UCSD. UCSD is little more than a high level vocational school. Philosophy
1,3,5, 7,9,10	As a transfer student I don't think much help is offered for those after sophomore year. Biology
1,6,7, 8,9,10	Needs to be less pressured and broader in general education. Biology, Communications
1,5,6,7, 9,10	Poor technical AP&IS department. Not enough general courses. No interaction/coping required. Computer Science
2	More encouragement to do independent research in labs. Biology
2	Some professors are hostile towards students which only alienates them from those with nonaggressive personalities. Chemistry, History

APPENDIX A

2,3,9	Again, there is a need for more individualized attention and instruction, using characteristic aspirations, abilities, concerns as a basis for preparing to meet future challenges. Biology
2,3,10	UCSD is too rigid for me, I feel good or excellent in all categories, though not to UCSD's credit. Biology, Philosophy
2,5,10	I didn't have to write a single paper in four years; it should have been required somehwere! Economics
2,3,4,9	There was no instruction in research or problem solving in Literature majors. Spanish Literature, Techer Education
2,3,9,10	More interaction between department and student, faculty and student. Anthropology
2,3,6, 7,8,9	Stress acquisition of knowledge rather than grades. Biology
2,3,5, 6,9,10	UCSD needs to tell student what his/her employment opportunities really are. Economics
2,3,4, 6,9,10	Less emphasis on theoretical, more applications. AMES, Economics
2,3,4,5, 6,7,9,10	Rather than emphasizing facts, create environments to encourage the above skills. Each student decides for himself what he wants from education - it is all there for those who pursue it. The other students were my main advisors and counselors. AMES, Biology
3	I belive there are no general technically-oriented classes offered. Psychology, Economics
3	Could use more training in how to write a technical paper. Biophysics
3	Most of our schooling is theoretical ... no trades learned. Biology
3	More motivation to think and develop ideas. Biology
3	The only area I feel could have been improved was the department of education under _____. All classes were in the afternoon and it was difficult to be accepted in the program unless a minority. Sociology
3	UCSD has very specific but well taught fields in the sciences - much of it is not "practical-oriented;" instead, it is a good academic background for further education. Biology, Linguistics
3	UCSD is specifically a research-oriented school, ergo hands on nuts and bolts engineering is for the most part excluded. AMES
3	Need a course in modern and not-so-modern analytical instrumentation allowing hands-on experience. Chemistry, Psychology
3,4	Not sure that the problem did not derive from my program at Mesa when I acquired my A.A. in French. Linguistics
3,8	No for technical skills; yes for pressure coping - UCSD should encourage cooperative instead of competitive learning. Sociology
3,9	More oriented towards classes that have applications to jobs not just research. Biology

APPENDIX A

3,9	If I had learned some of the skills required by the business community I would be better off. History, TEP Education
3,9	Much of this is the student's responsibility. He/she should seek out information but UCSD should make it available. Literature/English
3,9	My B.A. didn't prepare me for a secretarial job except to teach me to type term papers - I'm going back for a M. Ed. Psychology, Frontiers of Science
3,9	I should have forced myself to utilize UCSD's counseling services. Sociology
3,9	Should have been geared more toward career. Psychology, Biology
3,10	More science laboratory space. As far as writing - I seldom had any to do. Biology
3,10	More writing classes should be mandatory.
3,10	As an Economics major I hardly ever wrote essays or reports. There were also little or no technical courses to get involved in. Economics
3,6,9	Technical skills: more realistic applications -- same with career preparation. Mathematics, Economics
3,9,10	Less emphasis on becoming a Ph.D. candidate and more job-related experience and knowledge. Computer Science
3,5,9	A wider choice of classes that are more practical in nature are needed. Economics
3,6,9	Need more career-oriented classrooms and instructors - less research orientation. Biology, Psychology
3,9,10	More practical applications, less theoretical. Psychology, Mathematics
3,5,6,9	Less preoccupation with academic status - wider diversion of faculty. History Honors
3,5,8,9	To better train the students for the job market. Let them know what to expect. Visual Arts
3,4,6,9	Faculty and staff have got to be more concerned with the students needs and less with the fact that they are in a job they have little interest in. Political Science, Legal Studies, Music
3,7,8,9	UCSD's aim is to make you a Ph.D. - not to get a practical job you enjoy in the real world - I did not know this until too late - I ended up with severe migraine headaches every day! English/American Literature, Economics
3,5,7,9	I feel at least satisfactorily prepared in all the above areas, even though UCSD was not necessarily instrumental in the preparation in each area. AMES/Bioengineering, Political Science
3,6,7,8,9	I don't know how. The UCSD atmosphere is impersonal, competitive, isolated from everyday life. Biology, Creative Writing
3,5,6,7,9	Have courses oriented towards fieldwork - leave more room in study plans for areas of emphasis. Biology, Psychology

3,6,7,8,9	Need better faculty. Music
3,6,7, 8,9,10	A more production-oriented department.
3,4,7,8,9	I chose the wrong major to begin with. Sociology
3,4,6,7, 8,9	These areas could be improved by more outside awareness. Communications
3,5,6, 7,9,10	Could offer more writing and speech courses at lower levels - could have more debate. History, Economics
4	Not inherent in my major. History
4,5	Not enough personal interaction. Interdisciplinary 10 should be reinstated to curriculum and expanded. Biology, Music
4,5	You are overlooking crucial distinction. I didn't say I was unprepared in any of the above areas, I simply feel that UCSD was of little help. Mathematics, Psychology
5	Communication skills - definitely not. This depended on the type of people in my classes which UCSD has little control over. I've heard that they are more friendly now. AMES
5	Smaller classes - more oral presentations - group projects. Chemistry, History
5	Although my writing was greatly improved my oral communication was not. History Honors, Political Science
5,6	In a very intense high pressure educational system there is not much time left for interaction. Biology
5,6	UCSD has no form of social interaction - communication (interpersonal) is lacking. Biology, Psychology
5,10	Small science classes should invite individual presentations and possibly writing. Chemistry, Social Science
5,10	Need specific emphasis on communication/writing skills (either in courses or as a separate course). Biology
5,10	Communication arts are not emphasized. Chemistry
5,10	Improve by offering and requiring more English and writing classes. Biology, Psychology
5,7,10	More classes requiring short writing assignments in which clarity is a factor in the grading; and more oral participation of the students. Economics.
5,9,10	The university should have explained the great importance of good communication skills. Mathematics, History
5,9,10	Courses gave little emphasis to practical applications, only theoretical. In my Humanities courses, few writing techniques or suggestion for improvement were ever given. Computer Science, Linguistics

5,6,9	The school turns out narrow people - very boring party goers. Political Science
5,6,10	More aggressive and varied student clubs and organizations. Smaller classes, more seminars. Economics
5,6,7,8	I feel classes in computer science should have been more communicative than they were. Computer Science, Classical Studies
5,6,9,10	More writing and composition should be required. Computer Science
5,6,10	People who do well in Biology tend to come out with their heads firmly up their _____. They are not programmed to interact but to spew out facts and make conclusions on the facts. They do it so that no one else can understand them. Biology
5,6,9,10	Humanities classes were not well taught. I feel no help at all was ever offered for career preparation. Chemistry, Economics
5,6,7,8,9	Don't prepare Biology majors for any other field than preferred or research. Biology
5,6,7,8,10	Courses in applied philosophy and psychology are needed. Mathematics, Russian Literature
6	I wish there had been more time to take courses in areas I couldn't. Revelle Humanities program changed after I got through it - fortunately for others. Chemistry, Economics
6	Do you really expect an interesting answer in three lines? Political Science
6	I don't know, I went to all the school shrinks and they didn't help. AP&IS
6	Need classes to make students more marketable. Psychology
6	More group goal oriented courses and less grade oriented courses. AP&IS, Psychology, Mathematics
6	I felt that high competition in classes made students more isolated. Biology, Political Science
6	In Humanities need more small class situations where pupil opinion is solicited. Biology, Literature
6,9	Academic study could include field work or in other words more reality-oriented. Sociology
6,9	In terms of career preparation - no. As for interaction the competition destroyed any possibility for that. Biology, Economics
6,9	UCSD officials should make an effort to improve communications between students and other students as well as faculty and students. History
6,7,8,9	UCSD, as it is today, is not interested in providing the student with any of the above, so it could not have prepared me better. Sociology and Communications
6,8,9,10	More time allowed for individual research and publication. Chemistry

7,9	I don't know. It was probably my own fault for not following up on my own initiative. Biology
7,8,9	UCSD is academically oriented - not socially.
7,9,10	UCSD stressed research and graduate careers in small well defined areas - branching out and practicality would be very helpful. Chemistry, Political Science
7,9,10	Coping with change was a personally developed skill perhaps something a university cannot develop, career help was not available mostly, and when it was only generally--not ever very personally. History
7,8	Too much competition in the biological sciences - not sufficient classes in geography, anatomy, etc.--too molecular oriented. Biology
7,10	UCSD philosophy is to teach students to be good graduate students and researchers - not practical, academic skills. Communication, Sociology
8	Watching my peers buckle under the pressure was unnerving - it might have helped to ease us into high pressure situations so we would have had time to learn how to handle it. General Literature, Psychology
8	Seminars, etc., to teach how to handle high pressure are needed. Professors for freshman classes could help prepare us. Biology
8,9,10	Humanities is a joke. TAs were terrible. I felt no pressure at UCSD. Career - only showed me what I didn't want to be. Biology, Economics
9	The Engineering program needs to be made more in tune to what industry needs so that a UCSD graduate looks more attractive to them. Mathematics, Systems Engineering, History
9	Need suggestions earlier in the college experience with realistic expectations. Psychology, Mathematics
9	Need to have more career planning within each department - i.e., what jobs are available in your major - how to directly use your major. Anthropology
9	May be they can offer Career Preparation 1A someday. Visual Arts
9	Make subject matter applicable to more areas. Mathematics
9	I found no counseling or education preparation when I decided for a CA credential. Anthropology, Literature
9	Advertise career possibilities outside of med school - improve CP&P. Biology
9	I went through UCSD thinking my only choices were grad school or med school; others should be emphasized. Biology
9	Place more emphasis on application of academic studies in the outside world. History
9	Need more emphasis on career possibilities using the major you have selected. In many ways UCSD prepares the student to remain in the academic community, and for those who don't want that, they are not prepared. Biology, Economics

9	Better technical training would be nice. Chemistry, Linguistics
9	Courses could be less theoretical and more emphasis on practical applications. AMES, French Literature
9	The system has very little room for close student-teacher relationships and these are needed for recommendations. English & American Literature
9	Nothing could prepare anyone for law school. Political Science, Literature, U&RS
9	There are not too many jobs with a major in Sociology. Sociology
9	A Sociology major shouldn't necessarily be career preparatory. Sociology
9	I don't really know - it is difficult to make a class in Sociology career preparatory. Sociology
9	My major had no bearing on my career. Chemistry, Psychology
9	Need more practical applications - aren't prepared for the real world. Chemistry, Psychology
9	I should have been encouraged to work more in the field of Biochemistry but I didn't make myself available to that encouragement. Chemistry, Sociology
9	AMES professors seem out of touch with industry and practical education. Too much emphasis on training graduate students not engineers. No material classes, no basic drafting, too much theory and higher math and not enough practical skills. AMES, History
9	Present the realities of the job world. Economics, Political Science
9	Less emphasis on theory and getting into graduate school; more on survival in the real world. Mathematics, Russian Literature
9	More information should be available about what you can do with your major after schooling is over. Biology, Social Science
9	None of my courses attempted to prepare the students for a career with a BA - emphasis was only on a graduate program. Sociology
9	Career planning needs more advertisment. Graduate school is too heavily emphasized. History, Social Science
9	I wasn't made aware of Career Planning until March 1976. Not enough emphasis on what one can do with a particular major. Economics, Mathematics, Science
9,10	My high school training was substantial career preparatory - I wish more on campus jobs had been available. Chemistry
10	More emphasis on writing skill. Biology
10	Too many term papers with too little guidance in what was expected in a good paper. Drama
10	We need a freshman English Composition course, not an English Literature course which teaches nothing. Biochemistry
10	Humanities series was poor in developing writing skills. Biology, History

10 I went through UCSD without ever writing a paper - that shouldn't be possible. Mathematics, Economics

10 I was only asked to write one paper over three pages. I should have been asked for more. Psychology

10 A much greater emphasis should be placed on written and verbal skills. Political Science, Sociology, Philosophy

10 More emphasis should be put on writing ability to eliminate "functional illiterates." My writing ability was present and usable despite UCSD's educational experience. Biology, Anthropology

10 I never wanted to write and did not have to.

10 No writing skills were taught - my previous background was a life-saver. Biology

10 Not knowing how to write is my own fault - not UCSD's. AMES

10 As a science major I lacked exposure to nonscience arts; reading, writing skills could have been developed in writing clinics. Biology,

10 Need a basic writing course. Papers in other courses should be evaluated for form, not just content. Economics, Biology

10 I wrote no essays or papers during two and one-half years at UCSD. Most courses should require 5-10 page papers (20 pages is too long). Biology

10 More attention should be given to term papers, etc., rather than a three hour final as a grade determinant. History

10 More emphasis and critique of writing - critical evaluation of style and not just content is needed. Psychology

10 Despite three humanities courses, I never learned to write. I probably wrote better in high school. AMES, Spanish Literature, Earth Science

10 A technical writing course would have been appreciated. Chemistry, Psychology

APPENDIX B

FROM YOUR VIEWPOINT TODAY, DO YOU FEEL THAT A DIFFERENT MIX OF COURSE-WORK SHOULD HAVE BEEN REQUIRED OF YOU (I.E., DO YOU FEEL THERE ARE CERTAIN DISCIPLINARY AREAS WHERE MORE OR LESS EFFORT SHOULD HAVE BEEN REQUIRED?)

BIOLOGY MAJOR

Need to offer an Ecology course, Whole Animal Biology, and courses in which the use of a microscope is taught. Field courses are also needed.

Larger survey of Sciences and areas of Biology rather than specialized area emphasis.

My major covered only theory--nothing practical. I was inadequately prepared for anything except further schooling.

More laboratory time; no matter what subject, there can be labs.

History, study habits, writing.

More flexibility at Revelle as to when classes should be completed. I would have appreciated Humanities much more during my Senior year rather than in my Freshman and Sophomore years.

More electives that were not "slide" courses.

Mainly skills in writing. Also, more concepts not as much research specific material in Science classes.

Broader Biology curriculum (this was occurring at graduation time). Muir College has it together more than the others.

Being a Biology major, I wanted more Biology and less Chemistry. In my opinion physical chemistry classes like Anatomy and Physiology would have been more appropriate.

Ecology concentration needed. Lab/field courses needed.

Offer courses in tax preparation and other practical things as part of the General Education requirement.

More Social Sciences should be required of Science students.

The Biology major at Revelle should be expanded to include Organism Biology as well as Cell & Molecular Biology.

For a Muir Biology major, I feel required classes should also include Human Physiology, Hematology, etc. The Muir Biology major requirements narrow your education to a molecular view of life. Whatever happended to the "whole being?"

Science Majors should be encouraged or required to take more course work in Behavior Sciences and Liberal Arts (i.e., Literature).

More emphasis on the non-Science aspect of General Education requirements at UCSD.

APPENDIX B

BIOLOGY MAJOR

Not enough Biology classes are offered. Almost all of these classes are on a micro rather than a macro scale.

More varied General Science Courses. Also more options of classes.

Needed more Humanities, English, and Social Sciences.

Less research oriented coursework and more career-oriented. UCSD does not prepare you for the real world--just the academic world.

Yes, less should have been required all around, but I cannot really complain as I was forewarned.

Revelle students should be allowed to integrate General Education requirements into all four years--not just the first two.

Biology major is too concentrated on Cellular Biology courses at the expense of Macro Biology/education, etc.

More Liberal Arts (especially writing).

Biology 2E should have a lab. More creative writing.

No, but the reason I went to Muir was because there were so few requirements; if one wants requirements, one should go to Revelle.

Offer more upper division classes that are outside of your major.

Writing skills are essential; more Arts mixed with Science. A course beyond Subject A English should be required.

Should have been more emphasis on Social Sciences.

The Revelle sequences were good and getting better but there should be more emphasis on other classes, i.e., electives as well as other disciplines.

Broader Biology introduction with more specialized elective study as a Junior and Senior, i.e., Cell Biology major, Molecular Biology major, etc.

The Revelle Humanities series was too limiting or only offered at certain times.

More structure should be added to buttress Muir's "loose" program.

I was able to get away with too much Science and not enough Humanities.

I thought the Humanities sequence was old-fashioned and irrelevant. I would like to see more emphasis on modern Literature.

Get rid of the "joke" Language requirement.

Too much emphasis on Molecular and Cellular Biology; would have rather taken more Physiology.

APPENDIX B

BIOLOGY MAJOR

The Humanities sequence should be improved.

More Biology lab work--fewer lectures--more published notes.

I had very few classes in Fine Arts, History, Sociology, Philosophy, etc. Perhaps a minor in this area should be required.

A course in Physiology or Vertebrate Anatomy should be required for Biology majors.

Humanities should be done better. Offer a wider range of courses (not chained to two or three professors per quarter).

Writing skills classes should be mandatory.

COMPUTER SCIENCE MAJOR

More courses like the Frontiers of Science series.

By going to Revelle, I managed to graduate with little exposure to the Fine Arts and Humanities. Everything was hard sciences--too bad I didn't realize how strong the emphasis would be.

More composition for Science majors.

A class dealing with communications with others, learning team participation, psychology of dealing with people in a business environment.

Art for beginners, Archeology, Astronomy, History, Anthropology--a synthesis of current knowledge.

PHYSICS MAJOR

I feel that Humanities, Social Sciences, and Liberal Arts should be emphasized more.

MATHEMATICS MAJOR

The Language requirement is too strict. Offer more History and less Literature in the Humanities sequence.

There should be more specialization within a major.

One should have to take more Literature and Sociology classes.

I went to UCSD without ever writing a paper--that shouldn't be possible.

More lab work for the AMES program.

APPENDIX B

AP&IS MAJOR

I hated Humanities, wish I could have taken more History and Languages instead. Better yet, I wish I had gone to Muir.

More classes should be offered (especially in Science) that require a term paper--not enough preparation for technical writing.

More AP&IS courses where one could use the computer.

It was not the mix of coursework but the types offered. I disagreed with what most of the professors considered relevant.

I think one year of the Humanities sequence would suffice. I could have used the second year Art and Music courses.

SOCIOLOGY MAJOR

Computer Science and Math requirements should be included in Muir College as requirements for graduation.

Political Science and Physical Science should be stressed.

Biology and Chemistry should stress the importance of major facts and formulas--deemphasize trivia.

Too little in the way of classes outside of major needs.

Writing courses should be emphasized. The attitude that writing classes are remedial is wrong. Writing should be a constantly improving skill.

Relating coursework to the real world. Something like URS fieldwork should be stressed.

POLITICAL SCIENCE MAJOR

Business, Accounting, Management courses should be given.

Make all Social Science people take more Science courses. Science majors should learn to have more respect for other disciplines.

Computer and Engineering skills should become short of required. They are quite valuable in almost everything that one might do.

Less importance should be put upon areas where the college gets Federal and State money and more on the areas where the students benefit. Also, too much emphasis on mathematical approach to everything.

APPENDIX B

VISUAL ARTS MAJOR

Subject A was a waste. Make a writing course mandatory at Muir.

Actual on-the-job training would be much more practical.

Offer a course on how to study.

MUSIC MAJOR

More background.

ANTHROPOLOGY MAJOR

I wish I had dabbled in some Science areas and not all Liberal Arts.

More journalistic skills should be required--perhaps a Freshman intensive grammar class.

There should be more practical field experience with the tools of Anthropology to balance the heavy textbook curriculum.

I don't think that taking Physics was necessary although a general Science background was helpful.

More Math skills in Muir majors.

PSYCHOLOGY MAJOR

Some Economics would have been useful and I now wish I had taken the introductory series; had it been required, I would have.

More abnormal Psychology in the Department.

Sometimes I think Muir was a little too lax on requirements. While I was there I liked the choice of electives.

Psychology should offer more humanism; maintain present quality--just expand on it.

More practical skills classes should be required and less "intro" classes.

A foreign language should be required at Muir.

Require more writing courses. Require a minor at Muir.

More requirements in areas other than your major (general education) for Muir College.

Practical experience (i.e., field work) in proposed career area.

APPENDIX B

PHILOSOPHY MAJOR

There should have been a sincere effort to provide a true Liberal Arts education.

Need more exposure to the real, working economic community and governmental functioning.

Not really fair, as I came in with General Education requirements out of the way. Relaxed attitude desirable in studies, better communication skills.

AMES MAJOR

There needs to be a course that deals with engineering economics and logical decision making. Needs more classical core courses.

As far as my major goes, classes were adequate for getting into graduate school but not for going out into the real world and getting a job.

Language is never or seldom used. Junior and Senior year is not enough time to get all the Engineering needed. Five-year major or early start in second year would be better.

Some courses could have been consolidated.

The whole approach is unsound. Help people learn how to learn, rather than fill them with information.

I am wondering why the large difference in number of required classes for each major.

More Humanities or at least writing courses should be made mandatory. I skipped three by fast talking.

The Humanities requirement didn't allow enough choice when I took them.

ECONOMICS MAJOR

Revelle was a "science" school, but didn't even offer all the Sciences: e.g. Astronomy, Meteorology, etc. My five quarters of Science could have been better.

I took almost nothing but Economics, Language, and Music; I should have been required to take some Literature, History, etc.

The sequences required at Muir for breadth should be dropped. Instead, require a certain number of classes in the various disciplines.

There should be certain basic standards for math, writing, reading, etc. that everyone should pass.

Communication skills should have more attention.

APPENDIX B

ECONOMICS MAJOR

One less Physics class, one more Biology.

Less Science, more Social Science and Literature.

Maybe not such stringent requirements--the move to choices in Humanities is a good one.

I wish the Political Science Department was stronger. Also, that my department (Economics) was more innovative.

HISTORY MAJOR

Should have been more English classes for non-majors to become familiar with the Classics.

Although I benefitted from Revelle's strict curriculum, its disintegration was already occuring and I think this should be reversed, especially in regard to Languages.

I feel that writing skills should be emphasized and required course work.

No, however, the degree of difficulty should be raised. Too many courses were a "joke", i.e., Art and Communications courses.

Not enough writing instruction; also, not enough (not any) oral. Less emphasis on Science for first and second years.

The quarter system and faculty reluctance to grade papers led to fewer writing assignments.

I should have concentrated on taking courses marketable outside of campus.

I feel that a minor should have been required.

History should be taught from source documents where possible.

Less overall reading, more analysis.

Too many Fine Arts were too easy.

CHEMISTRY MAJOR

As a Chemistry major I felt cheated out of lab courses/work. Maybe a 199 course should be a requirement to help prepare a Chemist for research.

For non-Science majors there are non-major courses in Math and Sciences; however, for Science majors the only recourse is to compete with Liberal Arts majors.

APPENDIX B

CHEMISTRY MAJOR

Revelle General Education requirements were a bit too rigidly structural--too graduate school oriented.

I wished that I had learned more practical Chemistry and a little less theoretical.

More courses in Literature, History, Art, Philosophy--at least one in each area should be required, but not "general" Humanities courses that the professors don't want to teach.

More Electonics, Music, Computer Science.

Within my Chemistry major more practical classes were needed. The Revelle requirements gave a good mixture of classes.

Too much Humanities--got nothing out of it.

More work should have been required in my major, especially independent research.

Less effort on Humanities and a little more on communication.

Public speaking--there were no such classes available when I attended.

Muir General Education requirements should be satisfied in certain cases by individual quarters of closely-related subjects.

A little more Fine Arts.

Technical Writing should be emphasized.

A Senior research project should be required in Chemistry.

I could have survived with fewer Humanities classes, more interesting substitutes. I'd have liked a wider range of choice of Chemistry.

Only that everybody should be encouraged to get involved in job-related activities in their possible careers during their lower and upper division years.

The Humanities Program left much to be desired--however, this was changing when I left.

ENGLISH/LITERATURE MAJOR

More Math should have been required for every major.

Require more non-major classes in order to produce a broader background.

More writing; more pratical grammar and structure.

I am a UCSD graduate but cannot fill out an income tax form. I don't understand taxes, insurance, mortgages. I didn't know if I was taken in buying a house.

APPENDIX B

ENGLISH/LITERATURE MAJOR

Other than what I got in the Revelle Humanities sequence, I had little chance to take any History classes.

Some classes (few) required no proof of activity at all.

COMMUNICATIONS

Curriculum should be directly career oriented--not theoretical. I felt an absence of practical advancement. UCSD philosophy is to teach students to be good graduate students and researchers--not practical, academic skills.

"Doing" rather than theory should have been stressed.

In Communication Arts I would have appreciated a more intense technical experience--more reality oriented.

LINGUISTICS MAJOR

More Math background would have been very helpful.

DRAMA

More freedom to receive credit (applicable credit) from the other colleges and especially from sports--not lots of units but more than .5--that's awful.

In my field of Theatre Design I needed six to eight Art (Drawing, Printing) courses that are not required, some are not even offered.

APPENDIX C

FOR THOSE OFFICIALS AND ORGANIZATIONS ABOVE THAT YOU RATED LESS THAN SATISFACTORY, WHAT COULD BE DONE TO MAKE THEM MORE RESPONSIVE?

LEGEND:
1) Admissions Office
2) Registrar's Office
3) Faculty
4) Provosts' Academic Advisors
5) College Dean
6) Career Planning & Placement
7) Student Health
8) Student Housing Office
9) Counseling & Psychological Services
10) Student Activities

Comments below use above legend to indicate officials and organizations in the left-hand margin. Student majors are underlined. Minors are indicated following the major.

1,8	Treating the students as people would improve matters. Chemistry
1,2,3	The employees were often confused or ignorant about things they should have known - better training would have helped. Math, Psychology
1,2,6,10	More emphasis on doing their job rather than socializing among themselves. Biology
1,5,7,10	More intelligent staff interested in students - not the lunch hour. Chemistry, Political Science
1,2,6,8,10	Less red tape. AMES, Economics
1,2,3,4, 6,8,9,10	More hours and more people. An openess in communication is definitely lacking. Too busy, etc. Sociology/Urban & Rural Studies
1,2,3,4,5, 6,8,9,10	Special care and understanding to individuals with academic problems. Biology, Spanish Literature
2	It took two years to remove an error on my transcript, so this area needs improvement. History
2	More staff needed in rush hours - rearrange office layout - have different people for the various functions. Chemistry
2	Registrar could take more care in forwarding transcripts. General Literature, Psychology
2	The installation of registration computer has rectified slow and often erroneous service. Economics, Biology
2	Hire some people who care. Math, Psychology
2	Registrar's Office personnel need better training - I got alot of misinformation.
2,7,9,10	Care about student needs rather than bureaucracy. Sociology/Communication
3	Faculty advisors ought to be encouraged to spend more time with students. Chemistry, Economics
3	Never there during office hours. Psychology, Math
3	The members of the faculty think they are gods - they feel their primary function is research and publication and not teaching undergraduates. Change their attitude. Mathematics/Systems Engineering, History
3	Hire educators for faculty - not researchers. AMES, Urban & Rural Studies

3	Most of the instructors should be replaced by people who are capable of instructing. As an example, I watched one of the professors shake while lecturing - he was terrible. He yelled at the students for flunking his poorly written test - he had no idea of his own inabilities. (I was a grad TA for the class). AP&IS
3	I never felt that the faculty cared an iota that I was there. Economics, Political Science, Science
3	Basically found faculty in my major to be unresponsive - TA control over grading was a nightmare. Anthropology
3	Faculty must be given time and encouragement to confer with students at a more personal level. Philosophy, Biology
3	Some faculty give the impression that they have more important things to do than instruct. Chemistry, Art
3	Faculty should be dedicated to their students - not to their research and their egos - this is my biggest complaint. English/ American Literature, Economics
3	Less criticism from faculty - made me feel stupid. Biology/Nutrition
3	Take research pressure off professors and give smaller classes. Biology, Music
3	Make all faculty take an education/psychology course on dealing with students and teaching regardless of prior experience or credential or degree. Biology/Anthropology
3	The faculty I tried to contact were haughty. Biology, Economics
3	Most of my professors seemed always too busy when I needed help. Spanish
3	Faculty should emphasize relations with students more than tenure selection. AMES
3,5,6	The dean and a certain faculty member accused me of cheating two weeks before finals - even though I was soon (4 days) cleared - I was handled like they were members of the Gestapo. Biology, Psychology
3,6,10	Need greater communication with students and a willingness to respond. Biology, Physiology
3,4,5,7, 9, 10	The campus was very growth oriented (physically) when I was a student. Many organizations were in a state of confusion. The organizations' responsiveness will improve as the campus becomes more established. As a non-science major I resented the strong science emphasis on campus (too many biology/chemistry/ pre-meds). Build up the other departments (Economics, Political Science, History, Geography, U&RS, etc.) to make the campus truly liberal arts oriented. Economics
4	Academic advisors should know more about classes, major requirements, etc. Sociology
4	Change their "cookie stamping" attitude about students (all the same). Visual Arts

4	I never dealt with an academic advisor who was responsive. Psychology, Business
4	Academic advisors don't know what they are talking about. AMES
4	Secretaries in provost office were very snotty and unfriendly. Psychology
4	Get counselors who try to place students in a major best for their needs rather than just telling you what you need to graduate. Psychology
4	Hire better people. Psychology, AMES
4	Academic advisors need a better understanding of various majors and the ability to project into future for each student; need more advisors. Psychology, Sociology
4	Have advisors who can do more than compute credits. Biology, Political Science
4	Academic advisors were not qualified and unavailable. Philosophy
4	Academic advice should be career oriented. Linguistics
4	Not accurate. History
4	I was discouraged by one of the counselors from becoming a Chemistry major even though I did well and enjoyed it. Chemistry, Psychology
4	I never received academic counseling even when I requested it. Literature/English
4	The Provost's Office needs to be far less arbitrary and stop viewing students with problems as troublemakers or losers. Sociology
4,5	Get people who are pleasant and cheerful. Most of them are rude, mean and unresponsive. History Honors
4,9	How about a more realistic point of view to life as opposed to a closed off existence of academia. Biology
4,8	Advisors are not in touch with the student's needs and the stressful experiences students have. Biology
4,6	Less emphasis on going to graduate school and more on midlevel job skills outside of the academic world. Mathematics, Russian Literature
4,6	Should be more oriented to the individual rather than being so apathetic. Chemistry, Earth Science, Anthropology
4,5,6	Counseling and information received seemed very unrealistic after I later experienced situations I sought advice on. Sociology
4,6,10	Each student should be assigned an advisor or be given the opportunity of choosing one who is interested in the student. History
4,6,8,9	The speed at which they work needs to be improved as well as the knowledge they posess in particular areas. Biology
5	More publicity for services offered is needed. Russian Literature, French Literature
5	Deans should talk with more students. English/American Literature, French, TEP
5	Dean was very unreliable when it came to writing recommendations. Psychology

6	More emphasis should be placed on career planning especially for liberal studies majors. Linguistics
6	More promotion on the availability of such services. Biology
6	Need more staff. Chemistry, Economics
6	Less favoritism toward students. Biology
6	Let students know what jobs are to be found and how to apply for them. Visual Arts
6	Get a pre-med counselor - there wasn't one when I was at UCSD. History /Biology
6	Needs to research long-range trends - offer more guidance. Communication/Sociology
6	Need career guidance in other fields than medicine. Political Science, Sociology, History
6	Show people what the difference between learning a subject and a career in that field. Chemistry
6	Financial Aid - hire people who know what's going on, not work-study students. Chemistry, Economics
6	Don't segregate the colleges in career announcements - expand to out of the area jobs. Biology, Chemistry, Urban & Rural Studies
6	Needs an experienced placement agent. Psychology
6	Need more employers participating in career placement. Biology, Political Science
6	CP&P needs to arrange more on-campus interviews. AMES/History
6	Improve communications between colleges and departments. Biology, Economi
6	Need more career-oriented personnel - not those just trying to further your education. Less psychoanalysis in office and more information and understanding. Biology, Psychology
6	Career placement was functionally nonexistent. History
6	Geared for graduate school. Not active in seeking employment possibilities for graduate without science degree. Economics
6	Expand their minds. Chemistry/Earth Science, Music
6	Not very realistic. Literature/English
6	Spends too much time trying to plan your career and not enough on placing you (i.e., help with resume, psychology of interviewing, etc.). Computer Science, Classical Studies
6	Should more actively advise students - not only of opportunities and choices available, but about the choices. Mathematics, History
6	Better publicity - better guidance. Political Science, Sociology
6	Staff seems inept - not at all dynamic. Economics, Philosophy
6	Broaden its sources and stay up to date to be more helpful with placement. Biology
6	When I returned to CP&P 7 months after graduation, I found them to be inept and completely unresponsive. Anthropology
6,7,10	Need more qualified officials with greater sensitivity, imagination and perspicacity. Biology

6,9,10	They should be more community aware. Communications
7	Need better doctors who take a personal interest in the students. Anthropology
7	More in-depth examinations and testing at the Health Center could lead to correct prescriptions on the first visit. Applied Physics, Music
7	More doctors should be made available for somewhat less than serious emergencies. AMES, Psychology
7	For the most part the doctors are quacks. Biology, Economics
7	Higher quality help. Biology, Philosophy
7	Get M.D.s that are not robots who place themselves in high self-esteem. Biophysics
7	Need qualified doctors - I don't need to diagnosis my own ailments. English Literature, Biology
7	Get Dr. ____ out of Student Health; as long as he is around it will be tough to get a good student health service. AMES/Bioengineering
7	The health service cost me a semester from school. Anthropology, Literature
7	Stop giving muscle relaxing pills for every illness. Linguistics, Literature/Spanish
7	I only went to the Health Center once and had a bad experience. Chemistry
7	Unresponsive, show little concern for the individual's needs. AP&IS, Economics
7	I could have died because the doctor said not to use antibiotics for food poisoning. A doctor in La Jolla gave me antibiotics. Need more communication with the students. Biology, Visual Arts
8	More student control, active board of round robin advisors. Biology
8	Need more listings for housing in the San Diego beach areas. History Honors, Political Science
8	Staff seemed singularly unwilling to help students. Pay more attention to the needs of the commuter students. Special Project in Child Development
8,9	I couldn't tell in this small space all the things wrong. Sociology
8,10	Better staffing and organization - more funds are probably needed to accomplish this. Drama
9	Psychological Services could follow up on session to see if things worked out. Applied Physics
9	Could benefit from a more spiritual outlook on life rather than mechanistic. Chemistry
10	Get a football team - the school needs something to give it identity. Political Science
10	Not enough student activities. History Honors, Philosophy
10	More on-campus activities. Economics, Mathematics/Science

10 UCSD is a socially inactive campus. Students prefer to live in their own worlds rather than expand their circle. Mathematics, Psychology

10 Make school more socially-oriented. Sociology

10 Find out what students want. Biology

10 There seems to be enormous student apathy in both planning and participating in any activity other than studying. Motivate the students to get off their rears. Biology

10 This campus is too academic in many respects. Social events are not available or made known to commuters. Student government and cultural programs should be stressed more heavily. History, Economics

10 Student activities were improving by the time I left. Intermural sports were the best.

10 Need variety, more funding to concerts, theater arts, music; campus programming board approaches demigod status. Biology, Chemistry

10 Consider the older student with a family. Psychology

10 Student government should be on an elective basis - the coop was terrible. Chemistry, Psychology

10 Have more activities on each campus. Chemistry, Music

10 A more active extracurricular program that meets the needs of the students. Economics

10 The individuals themselves need to want to be more responsive to the needs of the students. Economics, Italian Literature

10 More enlightening activities could be planned than watermelon drops, etc. Computer Science

APPENDIX D

PRESENT FULL-TIME EMPLOYMENT

LEGEND: Listing is by "major" or "major/minor" within disciplines. Current salary range and length of time with employer are shown in parentheses. Those persons also attending graduate or professional school are indicated with an asterisk.

ARTS

Drama:

Berkeley Repertory Theatre - Costume designer (under $600) (1 year)

Center Stage - Property manager ($600-800) (3 months)

Visual Art:

U.S. Army - Illustrator (under $600) (1 year)

*Kidout Plastics - Sales ($801-1000) (2 years)

BIOLOGY

Biology:

Bookstore (under $600) (1 year)

U.S. Navy ($801-1000) (3 months)

VA Hospital, San Diego - Nuclear Medicine Research Asst. ($801-1000) (1 year, 7 months)

Pasadena Clinical Lab - Medical technologist ($1001-1200) (6 months)

Pharm Company - Sales representative ($1201-1500) (4 months)

*Santa Clara Valley Medical Center Burn Unit - Burn care technician ($600-800) (1 year)

The Analysts, Inc. - Computer well logging engineer ($1501-1800) (1 year)

Calbiochem - Quality system analyst ($1001-1200) (1 year, 10 months)

Salk Institute for Biological Studies - Public relations manager ($1001-1200) (2 years, 6 months)

Biology / Anthropology:

UCSD Department of Reproductive Medicine - Lab technician ($600-800) (11 months)

C&R Realty - Property manager ($600-800) (8 months)

Biology / Creative Writing:

Laborer (Under $600) (2 months)

Biology / Economics:

Burroughs Wellcome Company - Medical sales representative ($1201-1500) (1 year)

U.S. Navy - Ensign ($600-800) (2½ months)

Biology / English Literature:

Yale University, Department of Pathology - Assistant in research, Pathology ($600-800) (1½ years)

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Biology-General:

Division of Medical Genetics - Harbor General Hospital - Genetics Associate ($801-1000) (5 months)

Biology / Music:

Elsters, Inc. - Secretary ($600-800) (4 months)

Biology / Philosophy:

Brown University Bio-Medical Department - Photographic technician ($600-800) (5 months)

Biology / Political Science:

University of Colorado Medical Center - Research technician ($801-1000) (1 year, 1 month)

UCSD - Senior research assistant ($1001-1200) (1 year, 1 month)

Biology / Psychology:

Salk Institute - Lab technician ($801-1000) (1 year)

Biology / Sociology:

USA Petrochem Oil Company - Chemist ($801-1000) (3 months)

Biology / Spanish Literature:

San Diego County Department of Land Use and Environmental Regulation - Planning aide ($600-800) (4 months)

Biology / Visual Arts:

VA Hospital - GI Research - Lab technician ($600-800) (1 year, 1 month)

HUMANITIES/LETTERS

Linguistics:

H. W. Systems - Keypunch operator ($600-800) (7 months)

Linguistics/Spanish Literature:

UCSD Biomed Library ($801-1000) (1½ years)

Linguistics/Random Science:

U.S. Army - Teacher of English as a Foreign Language - ($Under 600) (8 months)

Literature:

Lockheed Missiles & Space Co. - Publications writer ($1201-1500) (8 months)

General Literature:

U.S. Environmental Protection Agency - Assistant editor ($801-1000) (8 months)

Literature/Biology:

San Diego Trust & Savings Bank - Supervisor ($600-800) (1 year)

French Literature/English Literature:

The Getaway - Physical fitness director - $801-1000) (Just started)

Russian Literature/French Literature:

Foreign Broadcast Information Service (CIA)- Prof./Intelligence Officer ($1001-1200) (1 month)

Spanish Literature/Teacher Education:

Encinitas Union School District - Elementary teacher ($801-1000) (2 years)

Muir Special Project:

San Dieguito Head Start Preschool - Site coordinator ($600-800) (1½ years)

Philosophy:

Alten Corporation - Solar panel craftsman (Under $600) (4 months)

MATHEMATICS

Math:

H.S. Crocker Company - Computer programmer ($801-1000) (6 months)

Math/Systems Engineering/History:

Department of Transportation (FAA) - Air traffic controller ($1201-1500) (9 months)

Math/Economics:

*Handyman - Staff analyst ($801-1000) (1½ years)

Math/German:

Security Pacific Bank - Mangement trainee (Under $600) (1½ years)

Math/History:

Worker's Compensation Insurance Rating Bureau of California - Actuarial assistant ($1001-1200) (2 years, 4 months)

Math/Psychology:

Poway Unified Schools - High school teacher ($801-1000) (4 months)

Alexander Gerstel D.D.S. - Dental lab tech. ($600-800) (3 years)

Math/Russian Literature:

The Assessment Group - Member of technical staff ($1201-1500) (6 months)

USDA Forest Service - Forestry aide ($600-800) (1 year)

PHYSICAL SCIENCES

AMES:

U.S. Navy - Almost ensign ($600-800) (7 months)

UCSD - Computer programmer ($1001-1200) (1½ years)

AMES/Systems Science:

USAF - Test planning minuteman ICBMS ($801-1000) (1 year, 1 month)

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AMES/Economics:

Cromem Company - System engineering manager ($1201-1500) (1 month)

AMES/History:

Syntel, Inc. - Associate engineer ($801-1000) (9 months)

AMES/Bioengineering:

McCuen & Russell, Inc. - Investment management (Over $1800) (1½ years)

AMES/Spanish Literature/Earth Science:

Woodward-Clyde Consultants - Staff Seismologist ($1201-1500) (15 months)

AMES/Urban & Rural Studies:

Rohr Marine, Inc. - Shipbuilding engineer ($1001-1200) (1 year)

AMES/Random:

Puget Sound Navel Shipyard - General engineer ($801-1000) (10 months)

APIS:

Computer Science Corporation - Programmer ($801-1000) (1 year, 2 months)

APIS/Economics:

Hewlett-Packard Company - Q.A. Information systems manager ($1201-1500) (1½ years)

APIS/Psychology/Math:

Burroughs Corporation - Systems representative ($1201-1500) (14 months)

APIS/AMES/Economics:

*Northrop Aircraft Division - Associate engineer ($1201-1500) (1½ years)

APIS/Computer Science:

NCR - Computer programmer ($1201-1500) (1½ years)

*Burroughs - Technical analyst ($1501-1800) (6 months)

Burroughs - System software analyst ($1201-1500) (3 years, 3 months)

*Datasystems - Systems analyst ($1501-1800) (6 months)

APIS/Computer Science/Classical Studies:

NCR - Programmer/Analyst ($1001-1200) (1 year, 1 month)

APIS/Computer Science/Linguistics:

Science Applications, Inc. - Computer programmer ($801-1000) (10 months)

Chemistry:

University Hospital - Respiratory therapist ($1001-1200) (7 years, 10 month

JMM Consulting Engineers, Inc. - Chemist ($1201-1500) (1½ years)

Montgomery Engineers - Chemist ($1001-1200) (1 year, 2 months)

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Chemistry:

Emcon Division of ITW - Lab technician ($801-1000) (1 year, 1 month)

Banner Gelatin Products - Chemist ($801-1000) (2 months)

Chemistry/Economics:

Arcata Medical Diagnostic Lab - Lab assistant (Under $600) (1 year)

Scripps Institution - Marine technician ($1001-1200) (1 month)

General Dynamics Electronics Division - Industrial engineer ($1201-1500) (2 months)

Chemistry/Earth Science:

Anaconda - Lab technician ($1001-1200) (1 year, 4 months)

Chemistry/French Language & Literature:

Department of Reproductive Medicine, UCSD - Lab assistant ($801-1000) (1 year, 2 months)

Chemistry/Linguistics:

Abbott Laboratories - Chemist ($801-1000) (1 month)

Chemistry/Earth Science/Music:

Scripps Institution - Research lab ($600-800) (1 year)

Chemistry/Psychology:

Calbiochem-Behring Company - Chemist ($1001-1200) (1 year, 3 months)

UCSD - VA Hospital - Senior research assistant ($1001-1200) (1 year)

Chemistry/Political Science:

University of Nebraska Medical Center - Chemist ($801-1000) (1 year, 2 months)

Biochemistry:

Scripps Clinic & Research Foundation - Lab technician ($801-1000) (1 year)

Biochemistry/Sociology:

Prudential Insurance Company of America - Agent ($801-1000) (3 months)

Biochemistry/Anthropology:

Beckman Microbic - Quality control technician ($801-1000) (8 months)

Physics:

*Hughes Aircraft Company - Technican ($1201-1500) (1 year, 3 months)

SOCIAL SCIENCES

Anthropology:

Orange County Transit District - Coach operator ($1001-1200) (9 months)

Solana Lumber - Bookkeeper ($801-1000) (10 months)

Wiseburn School District - Elementary teacher ($1001-1200) (3 months)

Anthropology/Biology:

Zoological Society of San Diego - Public relations manager ($1001-1200) (2 years, 2 months)

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Communications:

F. M. Tarbell Co., Inc. - Director of personnel & training ($801-1000) (1 year)

Communications/Soc. Psychology:

Wickes Furniture - Sales consultant ($1501-1800) (4 months)

Economics:

The Timken Company - Sales representative ($1201-1500) (1 year)

Matson Navigation Company - Business analyst ($1001-1200) (7 months)

Occidental Life Insurance Company - Underwriter trainee ($600-800) (1 year, 1 month)

U.S. Navy - Training squadron - Ensign ($801-1000) (1 year, 3 months)

Milltex Sales Corporation - Sales representative ($1201-1500) (2 years)

Congressional Budget Office - Analyst - ($1201-1500) (5 months)

Economics/Math:

International Frisbee Association - Marketing manager ($1001-1200) (1 month)

Economics/Math/Science:

SRI, International - Research assistant ($801-1000) (1 year, 6 months)

*Barksdale Controls - Inventory control manager ($1201-1500) (1 year,4 mont

Economics/Philosophy:

*Collegiate Products, Inc. - West Coast zone manager ($801-1000) (8 months)

Economics/Psychology/General:

Whipple Realty - Salesman ($1001-1200) (1 month)

History:

Foodmaker Corporation - Hourly employee (Under $600) (1 year, 1 month)

Wells Fargo Bank - Lending officer ($801-1000) (1 year, 1 month)

U.S. Coast Guard - Ensign ($801-1000) (1½ years)

Kimberly Clark Corporation - Order editor - $600-800) (1 year, 2 months)

UCSD - Library assistant - ($801-1000) (1 year, 10 months)

*Pauma School District - Teacher ($1001-1200) (1½ years)

Mad Sack Sound Center - Salesman ($600-800) (3 months)

Far West Services, Inc. - Assistant manager ($801-1000) (5 years)

History/Social Science:

Security Pacific Bank - Teller - (Under $600) (4 months)

Political Science:

Linkabit Corporation - Computer programmer - ($1001-1200) (2 years, 5 month

Political Science/Legal Studies:

Self-employed ($801-1000) (3 months)

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Political Science/Sociology/History:

Central Intelligence Agency ($1201-1500) (just started)

Psychology:

Bank of America - Customer service representative ($600-800)(1 year)

Savon Drugs, Inc. - Retail clerk ($600-800) (1 year)

*Oak Glen School for Girls - Child care worker (Under $600) (6 months)

La Jolla Electronics - General manager ($1001-1200) (1 month)

UCSD Department of Psychology - Lab assistant ($600-800) (1 year, 4 months)

Sullivan, Jones & Archer - Paralegal ($600-800) (1 month)

Self-employed - Builder ($1001-1200) (1½ years)

All State Savings and Loan Association - Loan processor ($600-800) (2 months)

Psychology/AMES:

*U.S. Navy - Ensign ($600-800) (1 year)

Psychology/Business:

Security Pacific National Bank - Computer programmer - Analyst ($1201-1500) (1½ years)

Psychology/Frontiers of Science:

World Book - Branch secretary (Under $600) (6 months)

Psychology/Math:

The Broadway - Training director ($801-1000) (4 years, 7 months)

UCSD Pediatric Associates - Administrative assistant ($801-1000) (1 year, 3 months)

Psychology/Sociology:

Mesa County Department of Social Services - Caseworker ($600-800) (8 months)

Sociology:

City of San Diego - Administrative assistant ($1001-1200) (1 month)

*Oceanside Unified School District - Teacher ($1201-1500) (1 year, 3 months)

Scales, Patton, Ellsworth & Corbett - Paralegal ($801-1000) (5 months)

State Board of Equalization - Accounts receivable ($600-800) (7 months)

Trans Mortgage Company - Loan processor ($600-800) (9 months)

North County Chicano Federation - Community worker ($600 -800) (1½ years)

San Diego County - Lifeguard ($600-800)

Barstow Community Hospital - Secretary ($801-1000) (1 year, 7 months)

Wayne County Community College - Student services ($1001-1200)(1 year, 8 months)

Sociology/Urban & Rural Studies:

Brawley Elementary School District - Attendance counsellor ($600-800) 1 month)

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Sociology/Urban & Rural Studies:

*San Diego County Sheriffs Department - Deputy Sheriff ($1001-1200) (11 months)

Urban & Rural Studies:

UCSD - Lab Assistant ($801-1000) (1 year, 4 months)

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